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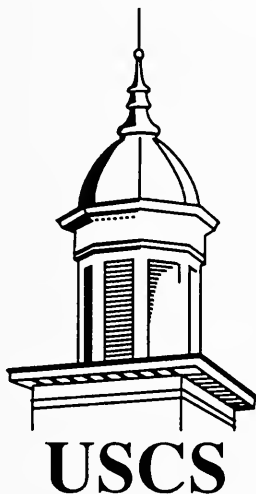
**School of Education
University of South Carolina at Spartanburg**

FALL 1991

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**1990-1991 SELF-STUDY
of
Professional Program in Teacher Education**

**A Report to the Committee for Evaluation of the Teacher Education
Program at the University of South Carolina at Spartanburg
Using NASDTEC Standards**



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an affirmative action, equal opportunity institution--

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A. PURPOSES AND OBJECTIVES

STANDARD I: A statement of the institution's mission and goals is in printed materials used by the institution to describe its programs.

EVIDENCE INDICATOR #1: The catalog of the institution includes a description and the purpose of the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS 1991-93 Catalog includes a description and statement of the purpose of the teacher education program at the institution. This information can also be found in the School of Education Faculty and Program Manual.

SOURCES OF VERIFICATION: See the USCS 1991-93 Catalog, pp.1 & 71, USCS USCS School of Education Student Handbook, pp.2-3, and the USCS School of Education Faculty and Program Manual, pp.1-2 and the USCS School of Education Policy Manual, p.1-1. Administration and faculty contacts: Jimmie Cook, Acting Vice Chancellor of Academic Affairs; Leon Wiles, Acting Assistant Vice Chancellor for Student Affairs; Karen Robertson, Acting Dean of the School of Education.

EVIDENCE INDICATOR #2: The catalog description of the teacher education program includes each certification program offered.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The USCS 1991-93 Catalog, the USCS School of Education Faculty and Program Manual and the USCS USCS School of Education Student Handbook include a description of each certification program offered.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.75-90; the USCS School of Education Faculty and Program Manual, pp.19-30; and the USCS School of Education Student Handbook, pp.16-45. Administration and faculty contacts: Jimmie Cook, Acting Vice Chancellor of Academic Affairs; William Bruce, Area Head; Mim Shelden, Area Head; Karen Robertson, Acting Dean of the School of Education.

EVIDENCE INDICATOR #3: The catalog or other published materials indicate the certification grade span of each teacher education program offered.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The USCS 1991-93 Catalog, the USCS School of Education Faculty and Program Manual and the USCS School of Education Student Handbook include the certification grade span of each teacher education program offered.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.75; the USCS School of Education Faculty and Program Manual, pp.19-30 and the USCS School of Education Student Handbook, pp.16-45. Administration and faculty contacts: Jimmie

Cook, Acting Vice Chancellor of Academic Affairs; William Bruce, Area Head; Mim Shelden, Area Head; Karen Robertson, Acting Dean of the School of Education.

STANDARD II: Program goals and objectives stated for the preparation of educational personnel are consistent with the mission and goals of the institution.

EVIDENCE INDICATOR #1: There is a written account of the objectives of the teacher education program in published documents.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS 1991-93 Catalog, the USCS School of Education Faculty and Program Manual and the USCS School of Education Student Handbook include a listing of the objectives of the teacher education program at the university.

SOURCES FOR VERIFICATION: See the 1991-93 USC-Spartanburg Catalog, pp.71-72; the USCS School of Education Faculty and Program Manual, pp.6-13 and the USCS School of Education Student Handbook, pp.7-14. Administration and faculty contacts: Jimmie Cook, Acting Vice Chancellor of Academic Affairs; William Bruce, Area Head; Mim Shelden, Area Head; Karen Robertson, Acting Dean of the School of Education.

EVIDENCE INDICATOR #2: The content and structure of the teacher education program reflect the objectives in Section A, Standard II, Evidence Indicator 1.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Professional Program in Teacher Education is designed in such a manner as to ensure that stated program objectives are addressed. Some objectives are addressed specifically through required courses or through components of specific courses. Some objectives are reinforced through required clinical field experiences and stated as program requirements. Additionally, the Professional Program in Teacher Education is organized in a manner that emphasizes program development from simple to complex and through sequential and incremental experiences, both on and off campus.

SOURCES OF VERIFICATION: See Program requirements as identified in individual programs listed in the the USCS 1991-93 Catalog, pp.76-90; and the USCS School of Education Faculty and Program Manual, Appendix A pp.1-3 & pp.F-1 through F-9.1; and the USCS School of Education Student Handbook, pp.16-45. Administration and faculty contacts: Jimmie Cook, Acting Vice Chancellor of Academic Affairs; William Bruce, Area Head; Mim Shelden, Area Head; Karen Robertson, Acting Dean of the School of Education.

STANDARD III: Program objectives reflect the judgment of faculty, students, graduates, citizens, school personnel and professional organizations and are based upon current trends, research and professional experience.

EVIDENCE INDICATOR #1: The program routinely incorporates the judgment of faculty, students, graduates of the program, and public school practitioners.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The Professional Program in Teacher Education utilized various formal sources of input to ensure that Program objectives reflect the judgment of certain key individuals and groups. Specifically, the Professional Program relies on the School of Education Advisory Committee consisting of faculty currently on staff in the School of Education and a group of sixteen (16) individuals who are superintendents, instructional supervisors, guidance counselors and classroom teachers from local elementary and high schools. Further, the USCS Teacher Advisory Council consists of faculty and administrators from the School of Education, the School of Business, the School of Nursing and the School of Humanities and Sciences. The above groups meet at least twice a year and each body has student members from the School of Education. There is also a Student Advisory Committee that meets twice a year with the Dean and Assistant Dean wherein program concerns are aired. Finally, each graduating class is polled upon exit to receive input regarding the program. Finally, graduates are surveyed after a three year period has elapsed since graduation in order to obtain input on program strengths and weaknesses.

SOURCES FOR VERIFICATION: See the USCS School of Education Student Handbook, pp. 61-64 and the USCS School of Education Faculty and Program Manual, pp.33-39 for description of organizations designed and utilized for program input. Further, see Program Evaluation by Cooperating Teachers & Student Teachers. Administration and Faculty contacts: Karen Robertson, Acting Dean of the School of Education and Tom Davis, Director of Field Services.

EVIDENCE INDICATOR #2: The objectives of the teacher education program incorporate all competencies included in evaluation and instructional programs adopted by the South Carolina Board of Education as essential teaching skills and behaviors (e.g., student teacher and provisional contact performance assessment instrument, annual contract criteria, or similar programs).

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The Program incorporates the application of the Assessments of Performance in Teaching (APT) instrument with its five performance dimensions as a part of Program requirements. These dimensions are: Planning to meet Objectives and Student Needs, Instructional Responsibilities, Classroom Management, Communication, and Attitudes Toward Students and Teaching. Additionally, the Program incorporates the ten criteria utilized for the evaluation of Annual and Continuing Contract Teachers in its design. These ten criteria are: Long-Term Planning, Short-Term Planning, Clarifying Rules and Procedures, Managing Student Behavior, Organizing Instruction, Clarifying the Goals of Instruction, Teaching New Content, Practicing and Reviewing Content, Maintaining Student Involvement in the Lesson and Monitoring Student Progress.

SOURCES FOR VERIFICATION: See course syllabi for verifying instruction in these areas. Also see the School of Education objectives in the USCS 1991-93 Catalog, pp.71-73; USCS School of Education Faculty and Program Manual, pp.6-13; and the USCS School of Education Student Handbook, pp. 8-14. Administration and faculty contacts: William Bruce, Area Head; Mim Shelden, Area Head; Karen Robertson, Acting Dean of the School of Education..

EVIDENCE INDICATOR #3: Program objectives reflect current research and trends on teacher and school effectiveness.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The Professional Program in Teacher Education reflects current research and trends on teacher and school effectiveness. Stated Program objectives focus on current issues and accepted trends which are identified by professionals in the field.

SOURCES FOR VERIFICATION: See Program objectives as identified in the USCS 1991-93 Catalog, pp. 71-73; and the program design and required course experiences as outlined in the USCS School of Education Faculty and Program Manual, pp.6 & 7 and the USCS School of Education Student Handbook, pp. 7-14. Administration and faculty contact: Karen Robertson, Jim Charles, William Bruce and Mim Shelden.

Section A was written by Dr. Jimmie Cook, Acting Vice Chancellor of Academic Affairs.

B. ORGANIZATION

STANDARD I: The control of the institution resides in a governing board that accepts its legal responsibilities to see that the institution fulfills its announced mission and goals. The constitution and bylaws define the responsibilities of the board and administration. All policy decisions are recorded in writing.

EVIDENCE INDICATOR #1: Control of the institution as a whole resides in an appropriate Board or similar body.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The University of South Carolina at Spartanburg is established as an institution of higher education by the South Carolina General Assembly and statutes pertaining thereto are published in the South Carolina Code of Laws. The South Carolina General Assembly is the final governing body for USCS. Within the USC system, final authority relating to USCS resides with the University of South Carolina Board of Trustees.

SOURCES FOR VERIFICATION: See Bylaws for USCS Board of Trustees (Section 59-117-110, as amended and Section 59-117-40, as amended) in the USCS Faculty Manual, p.1-1 through 1-3.

EVIDENCE INDICATOR #2: Terms of office are established to assure continuity of the Board.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Continuity of the Board is assured through the Bylaws of the USC Board of Trustees.

SOURCES FOR VERIFICATION: See Bylaws of USC Board of Trustees (Section 59-117-20, as amended and Section 59-117-30, as amended) in the USCS Faculty Manual, p.1-1.

EVIDENCE INDICATOR #3: The Board is aware of its responsibilities to the teacher education program through an annual report that includes the performance of the institution's graduates on the product standards.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Annually the Dean of the School of Education annually a report for the Vice Chancellor of Academic Affairs which includes the performance of the institution's graduates on the product standards.

SOURCES FOR VERIFICATION: See Report on Licensing & Certification Examination Scores, June 1991. Contact: Dr. Karen Robertson, Acting Dean of the USCS School of Education.

STANDARD II: Under the direction of a president or an otherwise designated chief administrative office, provision is made for the performance of administrative functions affecting professional education programs.

- A. Evidence, including an organizational chart of the institution, is available and shows that responsibility for the administration and quality control of programs for the preparation of educational personnel is vested in a single, specific, designated administrative unit.
- B. Written policies are provided pertaining to salary schedules, rank, promotion, tenure, leaves, fringe benefits, professional development, and service in professional organizations.
- C. Written information outlining policies, including the roles and responsibilities of the governing board, the administration, and the faculty is provided.

EVIDENCE INDICATOR #1: An organizational chart of the administrative structure of the institution as a whole is available.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: An organizational chart of USCS shows the administrative structure of the institution.

SOURCES FOR VERIFICATION: The current organizational chart is available in the USCS School of Education Faculty and Program Manual, Appendix C p.1-3.

EVIDENCE INDICATOR #2: An organizational chart includes the specific administrative structure of the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS School of Education utilizes an organizational chart that reflects the administrative structure of the teacher education program.

SOURCES FOR VERIFICATION: The organizational chart for the School of Education is located in the USCS School of Education Faculty and Program Manual, Appendix B and in the USCS School of Education Student Handbook, p.15.

EVIDENCE INDICATOR #3: Written policies on salary schedules, rank, tenure, group insurance, sick leave, sabbaticals, retirement, and faculty development are available and distributed to all faculty.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Written policies on rank, tenure, group insurance, sick leave, salary schedules, faculty development, sabbatical, and retirement are published in the USCS Faculty Handbook which is distributed to all faculty members. Policies on salary schedules and faculty development are in the USCS Faculty Manual. General information on faculty development in the School of Education can be found in the USCS School of Education Faculty and Program Manual.

SOURCES FOR VERIFICATION: See USCS Faculty Manual, pp. 3-11 to 3-17, 6-1 to 6-13 and the USCS School of Education Faculty and Program Manual, pp.16-18.
Contact: Dr. Duncan Bailey, Director of Strategic Planning, Administration 225.

EVIDENCE INDICATOR #4: Written policies which demonstrate institutional expectations and incentives for service to public schools are available and distributed to teacher education faculty and other appropriate faculty.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Decisions related to faculty evaluations, which in turn relate to promotion and tenure issues are based, in part upon faculty member's service to public schools. Policies regarding expectations and incentives are available and distributed to all faculty.

SOURCES FOR VERIFICATION: See USCS Faculty Manual, p.6.2 and USCS School of Education Faculty and Program Manual, pp.17-18.

STANDARD III: The institution operates with a published budget and undergoes regular audits by an outside agency. The budget provides evidence that financial resources for the accomplishment of the institution's mission and goals are available. Allocations for programs for the preparation of educational personnel are specified and, in relation to other programs, are equitable and adequate to carry out their mission, goals and objectives.

EVIDENCE INDICATOR #1: The institution's current financial base is appropriately budgeted to fully support the teacher education program objectives.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: USCS provides sufficient operational monies to effectively operate the teacher education program. All schools are budgeted equitably, given the financial resources the institution has available. The Dean of the School of Education submits an annual budget reflecting the needs of the teacher education program. The institution provides the Dean with a regular budget print out indicating the operational funds, expenditures, and balances remaining.

SOURCES FOR VERIFICATION: The School of Education budget is located in the Dean of the School of Education's office. Contact: Mr. Robert Connelly, Associate Chancellor for Business Affairs, Administration Building. Dr. Karen Robertson, Acting Dean of the School of Education.

EVIDENCE INDICATOR #2: Financial reports reveal clearly the amounts expended for the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Annual and monthly reports are available which identify monies expended for the teacher education program.

SOURCES FOR VERIFICATION: The reports for the School of Education budget are located in the office of the Dean of the School of Education and in the Business Office in

the Administration Building. Contact: Mr. Robert Connelly, Associate Chancellor for Business Affairs and Dr. Karen Robertson, Acting Dean of the USCS School of Education.

EVIDENCE INDICATOR #3: The number of faculty employed by the institution as a whole meets the instructional needs of the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The instructional needs of the teacher education program are met through the employment, either on a full-time or part-time basis of faculty campus wide. The USCS student/faculty ratio for Fall 1990 was 17.23 to 1.

SOURCES FOR VERIFICATION: See the list of University faculty assigned to teach curricula of the college, to include rank and degree, in the USCS 1991-93 Catalog, pp.196-209. Contact Person: Director of Assessment and Institutional Research.

EVIDENCE INDICATOR #4: The number of faculty employed in the teacher education program meets the instructional needs of the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: USCS employs, either on a full-time or part-time basis, faculty who are able to meet the instructional needs of the teacher education program. The USCS School of Education student/faculty ratio for Fall 1990 was 13.43 to 1.

SOURCES FOR VERIFICATION: See the list of University faculty assigned to teach in the Professional Program in Teacher Education, to include rank and degree in the USCS 1991-93 Catalog, pp.198-199. Contact: Director of Assessment and Institutional Research.

EVIDENCE INDICATOR #5: Funding is provided for library holdings needed to support the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS Library receives funding annually as do all other units of USCS. These funds are available for general library purchases as well as for specific purchases requested by the School of Education.

SOURCES FOR VERIFICATION: See the Library Budget located in the office of the Dean of the Library, Dr. Chip Green, and also located in the office of Mr. Robert Connelly, Vice Chancellor of Business Affairs.

EVIDENCE INDICATOR #6: Financial outlay is provided for needed supplies, equipment, maintenance, student activities, capital outlay, and debt service connected to the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Support funds are provided for supplies, equipment, maintenance, student activities, capital outlay and debt service connected to the teacher education program. The School of Education's annual budget reflects specific amounts available for supplies and other needed expenditures. The USCS budget further identifies information in this area.

SOURCES FOR VERIFICATION: See the School of Education budget located in the office of the Dean of the School of Education and the USCS budget located in the office of Mr. Robert Connelly, Associate Chancellor of Business Affairs, Administration Building.

STANDARD IV: Institutions which offer programs for the preparation of educational personnel and activities through extended services such as summer sessions, evening and weekend programs, and off-campus extension or correspondence courses provide financial and personal resources to ensure quality that is equal to that offered in the regular programs of the college.

EVIDENCE INDICATOR #1: For any institution offering summer school sessions, interim sessions, night courses, or weekend programs, extension courses off-campus, correspondence (mail) courses, or consultant service, each activity offered receives needed support and funding.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is the policy of this institution to ensure that courses offered through summer sessions receive needed support and funding. These courses are budgeted through the School of Education budget.

SOURCES FOR VERIFICATION: See School of Education Budget located in the office of the Dean of the School of Education. Contact: Dr. Karen Robertson, Acting Dean of the School of Education.

EVIDENCE INDICATOR #2: Provisions are made to assure the quality of outcomes of such offerings.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All faculty teaching summer school classes meet the same academic preparation standards as faculty teaching regular course offerings. These faculty are evaluated by students, their faculty colleagues, and the Dean of the School of Education.

SOURCES FOR VERIFICATION: USCS 1991-93 Catalog, pp.186-187. Contact: Dr. Karen Robertson, Acting Dean of the School of Education.

EVIDENCE INDICATOR #3: Information is available to indicate that these offerings complement and/or relate to the regular program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Summer School offerings are courses contained within the School of Education Program for Teacher Education.

SOURCES FOR VERIFICATION: See USCS Fall, Spring, and Summer I and II Course Schedules located in the office of the Dean of the School of Education. Contact: Dr. Karen Robertson, Acting Dean of the School of Education.

Section B was written by Heidi From.

C. STUDENT ADMISSION, RETENTION, EXIT, AND FOLLOW-UP POLICIES AND PROCEDURES

STANDARD I: The institution has well-defined and published policies and procedures for selective admission, retention, and graduation of students in basic and advanced programs. Students admitted to programs meet established academic and personal standards. For formal admission into a teacher education program in South Carolina, a student shall successfully complete the Basic Skills Examination that is required by South Carolina law. There is a systematic procedure for evaluating student performance through the program.

EVIDENCE INDICATOR #1: An identifiable routine for formally admitting students to teacher education is established and followed:

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Requirements for admission to USCS are published in the USCS 1991-93 Catalog and the USCS School of Education Student Handbook. Upon application, the student must declare a major. First time entering students and transfer students with less than thirty (30) hours are assigned to the Freshman Center. These students who indicate education as a major are assigned an appropriate advisor. Upon completion of thirty (30) hours of course work, the student is transferred to the the School of Education where a permanent advisor is assigned and an advisement file is established. This file incorporates all the Freshman/Sophomore Center records. All other students, including internal and external transfers with more than 30 hours who declare one of the teaching majors, are assigned an advisor in the School of Education and an advisement file is established. Current transcripts, grade reports, course enrollments, major program advisement check sheets, and pertinent correspondence are maintained in these files. The application form for admission to the professional program and the application for student teaching are filed after action by the admissions committee.

Because secondary teaching majors often start their college careers in one of the disciplines in Humanities and Sciences, there are often problems with these majors not transferring to the appropriate advisor in Education. Gaps in planning have resulted from this problem. Before the student is accepted into the teacher education program, the assigned advisor checks the current transcript and grade point average to determine eligibility.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.73; application to Professional Program; student folders; USCS School of Education Student Handbook, pp.47-51. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

EVIDENCE INDICATOR #2: Students are informed in writing of the admission process through catalogs, announcements, or other publications.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Students are informed in writing of the admissions process during freshman orientation, through sessions with their advisors, through the distribution of the USCS 1991-93 Catalog and

the USCS School of Education Student Handbook which contains the admission process followed in the School. Beginning in Summer II 1991, the USCS School of Education Student Handbook is distributed to all students enrolled in SEDF 210--Introduction to Education, a course required in all teacher education programs offered at USCS.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.73; application; flyers; USCS School of Education Student Handbook, p.47.

EVIDENCE INDICATOR #3: A permanent cumulative record is established for each student who applies for admission to the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Upon completion of thirty (30) hours of course content, the student is transferred from the Freshman/Sophomore Center to the School of Education. An Education advisor is assigned to that student to begin advisement toward an appropriate course of study. The advisor maintains a permanent cumulative record for the student as the student continues to pursue Education as the major of choice. As the student moves through his/her program, the cumulative record is updated to include pertinent information related to program progression. Further, each student folder contains a copy of the Academic Progress Checklist and the Cumulative Record Checklist to assist both student and advisor in monitoring student progress.

SOURCES FOR VERIFICATION: See permanent cumulative record folders for Education students located in the School of Education Office. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

EVIDENCE INDICATOR #4: Criteria for formal admission to the teacher education program are current, clear, and in published form.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Criteria for admitting students in the teacher education program are consistent with current South Carolina law as mandated by the General Assembly along with select additional expectations for admission as established by USCS. Established criteria are published in both the USCS 1991-93 Catalog and the USCS School of Education Student Handbook.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.73 and the USCS School of Education Student Handbook, pp. 47-60.

EVIDENCE INDICATOR #5: Published criteria for formal admission to the teacher education program are disseminated to students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Criteria for formal admission to the teacher education program are disseminated to students through the USCS 1991-93 Catalog, and through published information in the School of Education Office. Beginning in Summer II 1991, the USCS School of Education Student Handbook

is distributed to all students enrolled in SEDF 210--Introduction to Education, a course required in all teacher education programs offered at USCS.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.73; letter from the Dean; application; USCS School of Education Student Handbook, pp.47-50.

EVIDENCE INDICATOR #6: There is evidence of performance evaluation during pre-student teaching clinical experiences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Students engage in pre-student teaching clinical experiences in a variety of settings during their progress through the Professional Program. Each of these experiences includes a performance evaluation of the student.

SOURCES FOR VERIFICATION: Clinical Evaluation forms in students' files; instructors' grade books; USCS School of Education Policy Manual, Section 2, p.2.1; USCS Practicum Evaluation.

EVIDENCE INDICATOR #7: Prior to the student teaching experience, individual students are advised of specific strengths and weaknesses as a prospective teacher.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Feedback which students receive in clinical experiences prior to student teaching includes both strengths and weaknesses of the student as related to being a classroom teacher. It is felt that this type of feedback assists students not only in knowing how they are progressing in the Professional program, but also in being more skilled in self analysis, thereby further in their development as professional educators.

SOURCES FOR VERIFICATION: Evaluation forms for clinical experiences in students' files.

EVIDENCE INDICATOR #8: The evaluation of students includes:

- a) South Carolina performance assessment instrument for student teachers
- b) The National Teacher Examinations or the National Teacher Examinations State-sponsored Testing Program
- c) State examination of professional knowledge (pedagogy)

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Students are informed through the USCS 1991-93 Catalog, through advisement at the beginning of the internship semester they will be evaluated through the use of the performance assessment instrument for student teachers, the National Teacher Examination, and the State examination of professional knowledge (pedagogy).

SOURCES FOR VERIFICATION: See the School of Education Field Experiences Handbook, pp.17-18; USCS School of Education Student Handbook, pp.51; USCS 1991-93 Catalog, pp.73-75. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #9: Admission criteria shall include:

- a) Completion of at least sixty (60) semester hours of course work which will meet the degree requirements of the institution but no later than one (1) full semester prior to student teaching.
- b) A cumulative GPR of 2.5 on a 4.0 scale or evidence that a student has achieved a 2.0 GPR and achieved a score above the 50th percentile of examinees in South Carolina taking the SAT or ACT in the year of graduation from high school.
- c) A passing score on the Education Entrance Examination.
- d) Professional recommendations from general education and the teacher education faculty.
- e) SAT or ACT scores as available.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Admission into the Professional Program in Teacher Education at USCS is consistent with state law in South Carolina to include those criteria identified above. Expectations for admission are communicated to students in the USCS 1991-93 Catalog and the USCS School of Education Student Handbook.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.73; the USCS School of Education Student Handbook, pp.47-64, and students' files. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education and Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #10: Permanent cumulative records indicate that all students admitted to the teacher education program are in compliance with specific requirements in the above Evidence Indicator as well as other published institutional requirements.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is the stated policy of the USCS School of Education as reflected in the USCS School of Education Student Handbook, that admissions requirements shall be consistent with those established by the State of South Carolina. Cumulative records for students admitted into teacher education programs are in compliance with specific requirements as identified in the USCS School of Education Student Handbook and with other institutional requirements for admission into teacher education.

SOURCES FOR VERIFICATION: See student cumulative records; the USCS School of Education Student Handbook, pp.47-64 states that admissions requirements shall be

consistent with those established by the State of South Carolina. Cumulative records for students admitted into the teacher education are, through School policy, in compliance with specific requirements as identified as well as in compliance with other institutional requirements for admission into teacher education. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education and Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #11: Permanent cumulative records of individual applicants in teacher education include current information on the following:

- a) Grade point ratio (for each semester and cumulative)
- b) Official Education Entrance Examination (EEE) scores
- c) Date of admission to the teacher education program
- d) Advisor's name
- e) Recommendations for admission to teacher education
- f) Official grades and titles of courses taken each semester
- g) Official SAT or ACT scores if available

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Student cumulative records related to admission to the program reflect the above-identified criteria as a part of school policy.

SOURCES FOR VERIFICATION: See student cumulative records. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education and Dr. Tom Davis, Director of Field Experiences.

STANDARD II: The institution has a well-defined plan and procedures for the evaluation of its graduates which are used in upgrading programs and improving practices pertaining to admission, retention, and completion of programs for the preparation of educational personnel.

EVIDENCE INDICATOR #1: The institution has a system for following up the performance and achievement of its graduates in teacher education.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: On a regular basis area principals are surveyed concerning performance of USCS graduates. Information gained through this activity is shared with the faculty in teacher education for the purpose of program improvement.

SOURCES FOR VERIFICATION: See Report of Student and Graduate Evaluations, USCS School of Education Student Handbook, p.64. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #2: Evidence is available on the performance of the institution's teacher education majors on standardized tests.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School prepares an Annual Report which reflects the performance of USCS students on standardized tests related to program completion and certification. This information is shared with faculty.

SOURCES FOR VERIFICATION: See Report on Licensing and Certification Examination Scores, June 1991. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education and Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #3: The teacher education program utilizes results of this follow-up information to assess and improve its own instructional program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Teacher Education Program utilizes results of this follow-up information to assess and improve the institution's program.

SOURCES FOR VERIFICATION: See the annual reports, School of Education Faculty Meeting Minutes, summary of evaluation forms, and USCS School of Education Student Handbook, p.64. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

EVIDENCE INDICATOR #4: Written procedures exist which provide for the continuous review of the teacher education program to determine strengths, weaknesses, and needed revisions.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Data collected for the continuous review of the teacher education program are disseminated by the Dean to all School of Education faculty.

SOURCES FOR VERIFICATION: See USCS School of Education Policy Manual, Section 2, pp.2-1/2-6 and the USCS School of Education Student Handbook, pp.61-64.

EVIDENCE INDICATOR #5: Minutes of meetings show continuous review of the teacher education program to determine strengths, weaknesses, and needed revisions.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The basic means by which review discussions of the teacher education program are conducted are faculty meetings involving the faculty and, when appropriate, students in the School of Education. Minutes reflect that these discussions were held.

SOURCES FOR VERIFICATION: See School of Education Faculty Meeting Minutes. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education for minutes.

EVIDENCE INDICATOR #6: Evidence is available on the performance of teacher education majors as teachers after they graduate.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Periodically, an evaluation of the program is conducted through follow-up surveys of program graduates and principals employing them.

SOURCES FOR VERIFICATION: See surveys of graduates. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #7: Copies of group score reports of graduates of the teacher education program by semester are available and distributed to faculty in each teaching major.

- a) The National Teacher Examinations or the National Teacher Examinations State-sponsored Testing Program
- b) Examination of professional knowledge (pedagogy)
- c) Provisional contract performance assessment instrument.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is the practice of the School of Education to distribute reports on student performance on the above standardized tests to its faculty.

SOURCES FOR VERIFICATION: See reports on student performance on the above standardized tests. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #8: Faculty in professional education and other academic units of the institution, students, graduates of the program, and public school practitioners are involved in the review of the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School of Education uses numerous sources of input for program review, including faculty expertise, student education groups, Advisory Committees, and follow-up surveys of program graduates.

SOURCES FOR VERIFICATION: Survey of USCS School of Education Graduates, minutes of advisory committees and councils listed in the USCS School of Education Faculty and Program Manual, pp.36-39. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education and Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #10: Results of performance of graduates on the specialty area examinations and professional knowledge examination (pedagogy) are used to diagnose

strengths and weaknesses of the teacher education program including the general education component and make program changes.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The results of USCS student performance on the specialty area and professional knowledge exams are used to seek improvements in the teacher education program. This information is to be distributed to faculty for review and discussion.

SOURCES FOR VERIFICATION: Annual reports, School of Education Faculty Meeting Minutes, summary of evaluation forms, and USCS School of Education Student Handbook, p.64. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

EVIDENCE INDICATOR #11: Meetings are held annually among representatives of the teacher education program, general education faculty and representatives of South Carolina public school districts that have employed graduates of the program to identify program strengths and weaknesses demonstrated through on-the-job performance of graduates.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School of Education meets with public school representatives to gather feedback concerning the performance of USCS teacher education graduates at least twice annually. The School also conducts various evaluative surveys. School of Education and general education faculty serve on the School of Education Assessment and Liaison Committee.

SOURCES FOR VERIFICATION: School of Education Advisory Committee Minutes, Survey of USCS School of Education Graduates, Minutes of the Assessment and Liaison Committee, USCS School of Education Faculty and Program Manual, pp.36-37. Also see the USCS School of Education Policy Manual, pp.2-1 through 2-3 and 2-6. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

STANDARD III: The institution provides evidence to the state certification agency that graduates have met the requirements of the approved program.

EVIDENCE INDICATOR #1: Individual permanent cumulative records of students who have completed the teacher education program and have been recommended for certification are available and include the following:

- a) Conference sheet for South Carolina performance assessment instrument for student teachers
- b) Written student teaching evaluations by the supervising teacher and institutional supervisor
- c) Official scores on the National Teacher Examinations or the National Teacher Examinations State-sponsored Testing program
- d) Official scores on the professional knowledge examination (pedagogy).

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Individual permanent cumulative records of students who have completed the program include the above-mentioned information as a part of School policy. This is reflected in student records and in the Cumulative Record Checklist included in each student folder.

SOURCES FOR VERIFICATION: APT Conference Sheets, School of Education Summative Evaluation for Directed Teaching, and NTE Score Reports. Also see USCS School of Education Policy Manual, p. 8-1. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

EVIDENCE INDICATOR #2: Records indicate that each student recommended by the institution for teacher certification in South Carolina has attained the minimum passing score on:

- a) South Carolina performance assessment instrument for student teachers
- b) National Teacher Examinations or the National Teacher Examinations State-sponsored Testing Program
- c) State examination of professional knowledge (pedagogy).

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Only students who have met the above-mentioned criteria are recommended by the School for state certification.

SOURCES FOR VERIFICATION: See annual report of individuals recommended for state certification and individual students' records. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

Section C was written by Dr. Bill Bruce and Dr. Jimmie Cook of the School of Education.

D. STUDENT PERSONNEL SERVICES

STANDARD I: The student personnel program is described in college publications and is accessible to students.

EVIDENCE INDICATOR #1: Written information is available in published form on the student personnel services.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Written information is available on the student personnel services in the USCS 1991-93 Catalog and the USCS School of Education Student Handbook.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.25-28 and the USCS Student Handbook. See Mr. Leon Wiles, Acting Assistant Vice Chancellor for Student Affairs.

EVIDENCE INDICATOR #2: Written information is distributed to students so that they are aware of the services available to them.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Students receive copies of the catalog and student handbook when they attend the orientation for new students. The catalog is also available to students through the Admissions Office and the student handbook is available at the ID card validation station and in the lobbies of all campus buildings at the beginning of each semester. The USCS School of Education Student Handbook is distributed to all students enrolled in SEDF 210--Introduction to Education.

SOURCES FOR VERIFICATION: USCS School of Education Student Handbook, pp.66-67; USCS Student Handbook; and USCS 1991-93 Catalog. Contact Mr. Leon Wiles, Acting Assistant Vice Chancellor for Student Affairs and Dr. Karen Robertson, Acting Dean of the School of Education.

STANDARD II: The institution provides an advisory system for students in basic and advanced programs. Each student is assigned a faculty advisor who possesses a thorough understanding of the program to be followed.

EVIDENCE INDICATOR #1: Faculty advisors of education students maintain current copies of approved programs of study in the specialized areas of their student advisees.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Faculty advisors are expected to maintain current copies of approved programs of study in the specialized areas of their advisees.

SOURCES OF VERIFICATION: See students' folders and files along for student cumulative records used by faculty advisors for advisement and the related policy in the USCS School of Education Policy Manual, Section 5-2 and 8-1, in the office of the School of Education.

EVIDENCE INDICATOR #2: Reference copies of current state laws, rules, and regulations pertaining to teacher certification are maintained and utilized in the student advisement program in teacher education.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Reference copies of current state laws, rules, and regulations relating to teacher certification are maintained in the office of the School of Education and are utilized as needed in the student advisement program in teacher education.

SOURCES FOR VERIFICATION: See copies of Teacher Education and Certification in South Carolina and South Carolina School Policy Manual in the office of the School of Education. See policy on advisement and current regulations identified in the USCS School of Education Policy Manual, Section 5-2 and 8-1. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of the Education.

EVIDENCE INDICATOR #3: The faculty advisor shall maintain in each education student's file a current checklist of those courses approved by the State Board of Education in the institution's approved program of teacher education for the applicable area of certification.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The faculty advisor maintains in each education student's file a current checklist of those courses approved by the State Board of Education in the institution's approved program in the student's chosen area of specialization.

SOURCES FOR VERIFICATION: See student cumulative record files used for student advisement in the School of Education office. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of the Education.

STANDARD III: Current supply and demand data for educational personnel are collected, maintained, and used in advisement of students.

EVIDENCE INDICATOR #1: The teacher education program maintains current files or background information (e.g., vacancies, "marketability", job markets, and similar information for prospective teachers) on teacher supply and demand.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Through membership in the American Association of Colleges of Teacher Education (AACTE) the School of Education maintains current information on teacher supply and demand. Additionally, the School of Education receives a copy of "Teacher Supply and Demand for South Carolina Public Schools - Annual Report" from the South Carolina Department of Education and "Teacher Supply and Demand: A Recent Survey," in the 1991 ASCUS Annual of the Association for School, College, and University Staffing (ASCUS). The USCS Placement Office also receives information regarding openings and sponsors an annual recruitment day for education majors.

SOURCES FOR VERIFICATION: Contact Mrs. Joe Greer, Administrative Assistant, for the teacher supply and demand information in the office of the School of Education and the listing of job openings in the USCS Placement Office, located in the Administration Building. Also see "SCCTIC Teacher Job Bank".

EVIDENCE INDICATOR #2: The information referred to in the above Evidence Indicator is utilized in student advisement.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Faculty receive each year a copy of the annual report information from ASCUS and circulate the annual report of the South Carolina Department of Education and are expected to utilize it in the advisement process. This information is also covered in SEDF 210, Introduction to Education.

SOURCES FOR VERIFICATION: See the memo to the faculty on the use of supply and demand information and the School of Education policy regarding this aspect of advisement in the USCS School of Education Policy Manual, p.5-2. Contact Dr. Tom Hawkins or Mrs. Carol Smith instructors for SEDF 210--Introduction to Education.

STANDARD IV: Both academic and career counseling continue throughout the program and include an effective placement service to assist the students in finding jobs.

EVIDENCE INDICATOR #1: The institution has a viable student counseling program that addresses the individual educational needs of teacher education students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Division of Student Affairs maintains a counseling program for all students which addresses their individual educational and personal needs. In addition, education students are assigned academic advisors who are responsible for counseling students regarding their education program.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog and USCS School of Education Student Handbook, p.66, for reference to counseling and academic advisement; the USCS School of Education Policy Manual, p.5-2, for expectations regarding academic advisement; and USCS Student Handbook. Contact Mr. Leon Wiles, Acting Assistant Vice Chancellor for Student Affairs.

EVIDENCE INDICATOR #2: The institution maintains a placement service to assist graduates of the teacher education program in securing professional employment.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS Placement Office assists all students by conducting workshops on employability skills such as resume preparation, interviewing, and conducting a job search. Meetings are held with all seniors to explain the services and encourage students to take advantage of them. An Education Recruitment Day is held each year where representatives of various school districts are present to meet and interview education students.

SOURCES FOR VERIFICATION: See the USCS School of Education Student Handbook, p.67, for information on these services and USCS Placement Office Brochure. Contact Mrs. Virginia Rector, Placement Director.

STANDARD V: A system of student personnel accounting is maintained including permanent, cumulative records for each student enrolled. As a part of the student record, there is a transcript including a statement of course titles, grades, credits, or the equivalent such as waivers and substitutions. Cumulative files contain a record of all professional laboratory and practicum experiences.

EVIDENCE INDICATOR #1: The teacher education program has an accessible system of student academic records.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School of Education maintains an accessible system of student academic records. Permanent records are maintained by the Records Office on the Columbia campus of the University. This includes both hard copy and computer records. The School of Education maintains cumulative records as well. Academic advisors have access to these records which are on file in the office of the School of Education where computer terminals are also available for access to the records maintained on the Columbia campus.

SOURCES OF VERIFICATION: See the student records files in the School of Education office. Contact Mr. Eric Jolly, Registrar.

EVIDENCE INDICATOR #2: The system is in a clearly understandable format and available.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The system utilized is understandable and available.

SOURCES FOR VERIFICATION: See information provided for verification of Evidence Indicator #1 listed above.

EVIDENCE INDICATOR #3: Permanent cumulative records on each student are current.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: As required of faculty in the USCS School of Education Policy Manual, student records are current. At the beginning of each semester updated transcripts are provided by the Records Office. These new cumulative records are filed in the student's advisement folder. Student program worksheets are updated each semester during advisement and registration.

SOURCES FOR VERIFICATION: See the student records files in the office of the School of Education and the policy on student records in the USCS School of Education Policy Manual, p. 8-1. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of the Education.

EVIDENCE INDICATOR #4: Permanent cumulative records include all courses, practica, laboratories, and similar experiences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Student permanent cumulative records include all courses, practica, laboratories, and similar experiences.

SOURCES FOR VERIFICATION: See the student records files in the office of the School of Education and the policy on student records in the USCS School of Education Policy Manual, p.8-1.

EVIDENCE INDICATOR #5: Student progress will be audited to assure completion of requisite courses, practica, applicable tests (e.g.NTE), and other experiences needed for graduation and certification.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The academic advisors of education students utilize program check sheets which are part of the advisement files to assure completion of requisite courses, practica, and other experiences needed for graduation and certification. In addition, the Administrative Assistant to the Dean conducts a session with all student teachers to cover all other tests and requirements for graduation and certification.

SOURCES FOR VERIFICATION: See USC Application for Degree or Certification, the student records files and the policy on student records in the USCS School of Education Policy Manual, p.8-1. Contact Mrs. Joe Greer, Administrative Assistant to the Dean of the School of Education.

STANDARD VI: The institution conducts periodic follow-up surveys of its graduates from programs for the preparation of educational personnel and uses the resulting data to improve student personnel services.

EVIDENCE INDICATOR #1: There is a system of periodic follow-up at least biannually of graduates with regard to the effectiveness of the academic advisement provided to teacher education students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School of Education conducts a follow-up survey of students after they have graduated. In addition, student members of Kappa Delta Pi, the Student National Education Association and student teachers are surveyed annually regarding their opinions of academic advisement. The USCS Office of Institutional Research also has students complete the American College Testing Program Survey of Graduates when they apply for graduation.

SOURCES FOR VERIFICATION: See the results of the follow-up surveys of graduates in the office of the School of Education and the results of the surveys of student members of Kappa Delta Pi and the Student National Education Association in the office of Dr. Tom Davis, Coordinator of Field Experiences. See the policy regarding follow-up surveys in

the USCS School of Education Policy Manual, p.2-1 through 2-3. Also School of Education Student Curriculum/Advising Questionnaire and the USCS School of Education Graduates. Contact: The Director of Assessment for results of the ACT Survey and Mrs. Joe Greer, Administrative Assistant to the Dean of the School of the Education.

EVIDENCE INDICATOR #2: Results of the follow-up data are used in assessing the effectiveness of the academic advisement program in teacher education.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is the policy of the School of Education to utilize the follow-up survey data to assess the effectiveness of the academic advisement program and the Dean of the School of Education carries out this responsibility.

SOURCES FOR VERIFICATION: See the policy related to student follow-up surveys in the USCS School of Education Policy Manual, p.2-3, and Summary of Survey of USCS School of Education Graduates. Contact: Dr. Karen Robertson, Acting Dean of the School of Education.

Section D was written by Dr. Tom Davis, Director of Field Experiences.

E. STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION

STANDARD I: The institution provides evidence of clearly established channels for students to participate in program development and evaluation. Evidence is also provided that student views are considered.

EVIDENCE INDICATOR #1: The teacher education program has a written policy statement on student participation in program development.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Written policies in the USCS School of Education Policy Manual.

SOURCES FOR VERIFICATION: See copy of the USCS School of Education Faculty and Program Manual, pp.36-39, and the USCS School of Education Policy Manual, p.2-2. Contact: Mrs. Joe Greer, Administrative Assistant to the Dean of the School of the Education.

EVIDENCE INDICATOR #2: Formal channels are described for students to express their views regarding the teacher education program and its functions.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: Alumni Survey, Dean's Student Advisory Committee, School of Education Faculty meetings' minutes, ACT Survey of graduates, and USCS School of Education Faculty and Program Manual.

SOURCES FOR VERIFICATION: See USCS School of Education Policy Manual, p.2-2; School of Education meetings, School of Education Student Advisory Committee minutes, ACT Survey of graduates' surveys, and USCS School of Education Student Handbook, pp.61-64. Administration faculty contact: Mrs. Joe Greer, Administrative Assistant to Dean of the School of Education.

EVIDENCE INDICATOR #3: Student organization(s) have been regularly involved in program development.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Dean's Student Advisory Committee, SNEA Semi-final survey, and Kappa Delta Pi Survey.

SOURCES FOR VERIFICATION: See USCS School of Education Faculty and Program Manual, p.37; School of Education Student Advisory Committee minutes and Kappa Delta Pi Survey. Administration faculty contact: Mrs. Joe Greer, Assistant to Dean of the School of Education.

EVIDENCE INDICATOR #4: Records indicate that student organization(s) have participated in program evaluation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: School of Education meetings' minutes, SNEA meetings' minutes, and Kappa Delta Pi Survey.

SOURCES FOR VERIFICATION: See School of Education Faculty Meetings' minutes and Kappa Delta Pi Survey. Administration faculty contact: Mrs. Joe Greer, Administrative Assistant to Dean of the School of Education.

EVIDENCE INDICATOR #5: Records indicate that joint student-faculty committee(s) have been active in these matters.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: SOE faculty meetings, SOE Advisory committee, and Dean's Student Advisory Committee.

SOURCES FOR VERIFICATION: Administration faculty contact: Mrs. Joe Greer, Administrative Assistant to Dean of the School of Education.

Section E was written by Dr. Tom Davis, Field Experiences.

F. FACULTY

STANDARD I: The institution provides evidence that both professional education faculty, faculty in subject matter fields, and school district personnel who are involved in teacher preparation have preparation and experience for their respective roles and responsibilities in teacher education programs.

EVIDENCE INDICATOR #1: Each program area leading to teacher certification will have at least one full-time faculty member holding a terminal degree in the generic area based upon the following criteria: (a) Secondary Education, (b) Early Childhood/Elementary Education, and (c) each K-12 area of certification. This indicator shall apply to faculty appointments made after the effective date of these regulations.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The faculty of the School of Education includes individuals holding terminal degrees in (a) Secondary Education, (b) Early Childhood/Elementary Education, and (c) Physical Education.

SOURCES FOR VERIFICATION. See the USCS 1991-93 Catalog, pp.198-199, the Appendices of the USCS School of Education Faculty and Program Manual, and/or the individual vitae of members of the School of Education faculty. These vitae are available in the School of Education office.

EVIDENCE INDICATOR #2: At least fifty percent of the total faculty in professional education will hold the terminal degree.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Computed using FTE enrollment, at present 92% of the full-time faculty in the School of Education hold the terminal degree.

SOURCES FOR VERIFICATION: A list of full-time faculty and their credentials are provided in the School of Education. These figures may also be verified by checking the individual vitae of School of Education faculty also located in the School of Education office.

EVIDENCE INDICATOR #3: Professional education faculty hired after the effective date of these regulations will have at least two years of experience working with elementary or secondary students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All full-time faculty members who were hired after the effective date of these regulations teaching professional education courses have had at least two years experience working with elementary or secondary students.

SOURCES OF VERIFICATION: See vitae of individual faculty members located in the School of Education office to confirm experiences with elementary and secondary students.

EVIDENCE INDICATOR #4: Teachers who serve as cooperating teachers of student teachers:

- a. Hold a valid professional certificate in their area of supervision
- b. Have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned
- c. Have completed an institution's program for cooperating teachers
- d. Have completed the reliability training program for observers who use the South Carolina performance assessment instrument for student teachers
- e. Have been recommended annually based on the aforementioned criteria by the superintendent or his designee for service as a cooperating teacher

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Individuals who serve as cooperating teachers hold a valid professional certificate in their area of supervision; have successfully taught for two years at the grade level and/or subject area for which supervision is assigned; have completed the institution's program for cooperating teachers; have completed the reliability training program for observers who use the South Carolina performance assessment instrument for student teachers; and have been recommended annually, based on the aforementioned criteria, by the superintendent or his designee for service as a cooperating teacher.

SOURCES FOR VERIFICATION: See page 2 of the USCS School of Education Field Experiences Handbook which designates the qualifications required of those who serve as cooperating teachers for USCS. These requirements are also spelled out in the Letters of Agreement for the Placement of Student Teachers and Practicum Students of the University of South Carolina at Spartanburg signed annually by the Dean of the School of Education and area superintendents. A copy of the this letter can be found on pp. 21 & 22 of the USCS School of Education Field Experiences Handbook. Signed copies of this letter are located in the School of Education office. Area placement personnel were also surveyed by the NASDTEC Subcommittee on Faculty to determine each district's policy concerning the selection of cooperating teachers and the working relationship between USCS and area schools. A summary of this survey can be found located in the School of Education.

EVIDENCE INDICATOR #5: Collaborative activities occur between education faculty and the faculty in other disciplines with respect to current practices in South Carolina public schools.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: School of Education faculty team teach courses or work with faculty members in Humanities and Sciences in developing courses. This kind of collaboration occurs in English, science, math, social sciences and business. School of Education faculty are also involved in the organization of the regional science fair held annually at USCS. One member of the Fine Arts, Languages, and Literature faculty serves on the Education Entrance Exam Writing Committee. The Teacher Education Liaison Committee, chaired by the Assistant Dean, and

comprised of faculty members from humanities and sciences and from education serve as a vehicle for collaboration between education faculty and faculty in other disciplines. Minutes from meetings of the liaison committee are available in the School of Education office .

SOURCES FOR VERIFICATION: In order to gather data to support this evidence indicator, a questionnaire was circulated to all members of the School of Education faculty. Information reported on the questionnaire was summarized. The summary as well as the individual questionnaires can be found in the School of Education. A description of the Liaison Committee can be found in the USCS School of Education Faculty and Program Manual available in the School of Education office. Minutes of the meetings of this committee can be found in the School of Education office.

STANDARD II: The institution provides evidence of faculty participation in activities designed to promote continuous professional development, including curriculum improvement, advanced study, research, membership and involvement in professional and learned societies, and experiences with public schools.

EVIDENCE INDICATOR #1: The institution encourages and financially supports teacher education faculty participation in research, writing, and travel for professional purposes related to their assigned duties in teacher education.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Responses provided on a questionnaire circulated to all School of Education faculty reflect a pattern of institutional support for research, writing, and travel. In addition, the USCS Faculty Manual indicates university support for such endeavors. Likewise a memo from the Chair of the Faculty Development Committee and an article in the July 8, 1991 Register indicate support for research, writing and travel.

SOURCES FOR VERIFICATION: Copies and a summary of the questionnaire concerning institutional support for faculty development are available in the School of Education office. Additional records indicating institutional support for faculty travel are available in the office of Mrs. Joe Greer, the Administrative Assistant to the Dean of the School of Education. Copies of the Faculty Development Committee memo and The Registers' reference to institutional support for research, writing, and travel are also available in the School of Education office. Also see USCS School of Education Faculty and Program Manual, p.16-18; USCS Faculty Manual, p.2-1 and 2-3 through 3-8; and USCS School of Education Policy Manual, pp.1-4 through 1-5.

EVIDENCE INDICATOR #2: The institution encourages and financially supports teacher education faculty growth and development through advanced study, research, and professional activities related specifically to their assigned duties in teacher education.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: During the past five years, three members of the School of Education have been given one semester sabbaticals. Another faculty member received one quarter release time to gain experience in

a first grade classroom. A faculty member, no longer employed, was hired with the guarantee of financial support for summer study. The USCS Faculty Manual specifies university support for faculty development as does the School of Education Policy Manual. Questionnaires circulated to School of Education faculty members reflect a pattern of institutional support for such endeavors.

SOURCES FOR VERIFICATION: Evidence of support for sabbaticals and release time for faculty development is available from faculty vitae located in the School of Education office. See USCS Faculty Manual, p.2-1 and 2-3 through 3-8; and the USCS School of Education Policy Manual, p.1-4 through 1-5; and USCS School of Education Faculty and Program Manual, pp.16-18. A summary of the questionnaire concerning institutional support for faculty development are available in the School of Education office along with the originals. Additional records indicating institutional support for faculty travel are available in the office of Mrs. Joe Greer, the Administrative Assistant to the Dean of the School of Education.

EVIDENCE INDICATOR #3: The institution will have written policies that ensure recent and continuous involvement of professional education faculty in school settings which shall prepare them for their role(s) in teacher education programs.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School of Education faculty are continuously involved in a variety of activities in public schools. These activities are not limited to but include supervision of student teachers and practicum students, investigation of Title IV Talent Search and Upward Bound grants, presentations at staff development programs, service on public school committees, participation in the Program for Effective Teaching (PET), work with Teacher Cadet Programs, and volunteer services in the classroom. The USCS School of Education Field Experiences Handbook states that faculty members at USCS are responsible for the supervision of student teachers and practicum students. The USCS 1991-93 Catalog addresses the involvement of School of Education Faculty in professional activities with public schools. In addition, the USCS School of Education Policy Manual addresses this involvement also.

SOURCES FOR VERIFICATION: To document compliance with this evidence indicator, a questionnaire was circulated to School of Education faculty. A summary of faculty responses as well as the original surveys can be found in the School of Education. See also the USCS School of Education Field Experiences Handbook, pp.3, 8, and 9; the USCS 1991-93 Catalog, p.71; in the School of Education office. A written policy concerning the continuous involvement of professional education faculty in public schools is included on of the USCS School of Education Policy Manual, pp.1-4 and 1-5, available in School of Education office.

STANDARD III: The institution provides evidence that its policies of selection, retention, and promotion of personnel include the responsibilities that pertain to programs for the preparation of educational personnel. These policies shall give significant weight to laboratory, practicum, and/or clinical responsibilities.

EVIDENCE INDICATOR #1: The institution has a written policy on selection and appointment of all faculty members, including those in the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS Faculty Manual clearly delineates the policies of the University of South Carolina at Spartanburg concerning the selection, retention, and promotion of all personnel.

SOURCES FOR VERIFICATION: See pages 3-1, 4-1, & 6-1 through 6-14 of the USCS Faculty Manual to confirm the published policies of USCS concerning the selection, retention, and promotion of faculty.

EVIDENCE INDICATOR #2: Service to public schools and teaching competence, in addition to research and publication, will be recognized in the evaluation of faculty in the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: An identical form is used in all schools of the University for peer review and administrative review of faculty. Faculty performance is evaluated in three categories: (1) Teaching Effectiveness, (2) Service, and (3) Scholarship and Creativity. In each of these categories, faculty are rated as more than satisfactory, satisfactory, or less than satisfactory. The faculty manual clearly indicates that in matters relating to promotion and tenure, teaching effectiveness is a requirement in all cases. Outstanding performance is required in either service or scholarship and creativity or satisfactory performance in both service and scholarship and creativity for promotion and tenure.

SOURCES FOR VERIFICATION: A copy of the form used for peer review and administrative review in all schools and divisions of the University is available in the School of Education office. Guidelines for the use of these evaluations in decisions concerning promotion and tenure can be found on pages 6-1 through 6-14 of the USCS Faculty Manual. A copy of the Promotion and Tenure Guidelines are available in the School of Education office. Also p. 5-1 of the USCS Faculty Manual specifies the objectives and criteria for the Review of Teaching Faculty. A copy of this page from the USCS Faculty Manual is available in the School of Education office.

STANDARD IV: The institution provides evidence that the same criteria for academic preparation, experience, and scholarly performance are used for appointing both full-time and part-time faculty.

EVIDENCE INDICATOR #1: A written policy exists on the appointment of part-time or adjunct faculty.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: According to the 1991 SACS Self Study, a policy statement concerning the employment of part-time faculty was adopted by the Faculty Senate and approved by the USCS administration in the fall of 1989. When approved by the USC Board of Trustees, the statement will be placed in the USCS Faculty Manual. This statement specifies that no more than 20% of the

courses in any school or division be taught by part-time faculty. In the fall of 1990, approximately 12% of the courses in education were taught by part-time faculty. In the spring of 1991, approximately 15% of the courses in education were taught by part-time faculty.

SOURCES FOR VERIFICATION: See page 162 of the 1991 SACS Self Study to verify the statement of policy concerning the hiring of part-time faculty. A computation of the percent of courses taught by part-time faculty in education in the fall of 1990 and the spring of 1991 is available in the School of Education office. Also see USCS School of Education Policy Manual, p.5-1.

EVIDENCE INDICATOR #2: Part-time or adjunct faculty in teacher education have qualifications of regular faculty with regard to academic background, experience, and performance.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: When hiring part-time or adjunct faculty for the School of Education, individuals are employed who meet the criteria specified by SACS (Southern Association of Colleges and Schools). According to the SACS Criteria, p.25, "all full-time and part-time faculty teaching at the baccalaureate degree level ... must have completed 18 graduate semester hours in their teaching fields and hold a master's degree."

SOURCES FOR VERIFICATION: See p. 162 of the 1991 SACS Self Study to confirm the University's adherence to these criteria concerning the professional and scholarly preparation of part-time faculty. A copy of this page of the self-study is available in the School of Education office. This evidence statement may also be verified by checking the individual vitae of School of Education faculty. These vitae are located in the School of Education office.

EVIDENCE INDICATOR #3: A written policy exists specifying that a majority of the education courses in each certification area be taught by full-time faculty.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: The administration of USCS seeks to limit to 20% the number of courses taught by part-time faculty. Table 4-25 on page 162 of the 1991 SACS Self Study indicates that during the fall semester of 1989, 17% of the courses offered by the School of Education were taught by part-time faculty. A tabulation of School of Education courses for the fall semester of 1990 indicates that approximately 12% of courses offered were taught by part-time faculty, while in the spring of 1991, approximately 15% of courses in education were taught by part-time faculty. A second tabulation indicates the percentage of courses in each certification area taught by part-time faculty in the fall of 1990 and the spring of 1991.

SOURCES OF VERIFICATION: See p.162 of the 1991 SACS Self-Study to verify the percentage of courses taught by part-time faculty in fall 1989. The percentage of courses taught by part-time faculty in the School of Education in the fall of 1990 and the spring of 1991 may be found in the School of Education office. Also available in this School of

Education office is a tabulation of the percentage of courses in each certification area taught by part-time faculty in the fall of 1990 and the spring of 1991.

STANDARD V: The institution provides evidence that clinical and field assignments are included in determining faculty loads.

EVIDENCE INDICATOR #1: Faculty loads in terms of assignments in the teacher education program are conducive to effective performance.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Faculty in the School of Education, as in all other schools and divisions, normally teach the equivalent of 12 semester hours. This is a standard course load at most undergraduate institutions.

SOURCES OF VERIFICATION: See page 3-2 of the USCS Faculty Manual where the following statement can be found "The work schedules of full-time faculty are necessarily flexible but, as a guide, the normal semester teaching assignment is twelve semester hours or its equivalent. Teaching assignments are, of course, affected by the number of students in the class, the level of the course, research, and other assigned duties."

EVIDENCE INDICATOR #2: The assigned load takes into consideration all responsibilities in extension teaching, committee assignments, extra-curricular assignments, supervisory duties, and student observation and evaluation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Faculty in the School of Education, as in all other schools and divisions of the University, normally teach twelve semester hours or its equivalent. School of Education faculty are given one hour of teaching credit for every two student teachers supervised.

SOURCES FOR VERIFICATION: The following statement is found on page 3-2 of the USCS Faculty Manual: "The work schedules of full-time faculty are necessarily flexible but, as a guide, the normal semester teaching assignment is twelve semester hours or its equivalent. Teaching assignments are, of course, affected by the number of students in the class, the level of the course, research and other assigned duties." In addition, the following statement is found on page 3 of the USCS School of Education Field Experiences Handbook: "Professional education faculty are given one hour of teaching credit for every two student teachers supervised."

EVIDENCE INDICATOR #3: The assigned load takes into consideration such necessary duties as student advisement, research and writing, independent study, thesis advisement, and service to public schools.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS: Faculty in the School of Education, as in all other schools and divisions of the University, normally teach twelve semester hours or its equivalent. Consideration is given to other responsibilities of the faculty member in the assignment of load.

SOURCES OF VERIFICATION: The following statement is found on page 3-2 of the USCS Faculty Manual: "The work schedules of full-time faculty are necessarily flexible but, as a guide, the normal semester teaching assignment is twelve semester hours or its equivalent. Teaching assignments are, of course, affected by the number of students in the class, the level of the course, research and other assigned duties."

EVIDENCE INDICATOR #4: Supervision of student teachers will be calculated on the basis of no more than two (2) student teachers equivalent to one (1) credit hour.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: In calculating faculty loads, School of Education faculty are given one (1) hour of teaching credit for every two (2) student teachers.

SOURCES FOR VERIFICATION: The following statement is found on page 3 of the USCS School of Education Field Experiences Handbook: "Professional education faculty are given one (1) hour of teaching credit for every two (2) student teachers supervised."

STANDARD VI: The institution provides evidence that faculty use effective instructional methods, educational technology, and measurement and evaluation procedures.

EVIDENCE INDICATOR #1: Students in teacher education are exposed by the faculty to a wide variety of teaching methods, approaches, and styles.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: In the spring of 1990, forty-seven (47) sophomores, seventy-one (71) juniors, and sixty-one (61) seniors who were education majors completed a questionnaire relating to the faculty's use of a wide variety of teaching methods, approaches and styles. In responding to this particular statement on the questionnaire, one hundred fifty-two (152) students indicated that they had been exposed to a wide variety of teaching methods, approaches and styles; twenty-five (25) students responded no to the same statement. Students were asked to list examples of teaching methods, approaches, and styles to which they had been exposed. Examples included: brainstorming, concept attainment, contracts, team teaching, learning stations, games, manipulatives, discussion, good strokes, grouping, cooperative learning, small group activities, guest speakers, videos, films, discovery, simulations, values clarification, problem solving, role playing, inquiry, lecture, and inductive vs deductive instruction.

SOURCES FOR VERIFICATION: The original responses to this questionnaire are available in the School of Education office. It is noteworthy that ten (10) of those individuals who responded no to the faculty's use of a variety of teaching methods, approaches, and styles are sophomores indicating they have had a limited amount of exposure to the School of Education faculty.

EVIDENCE INDICATOR #2: Faculty in the teacher education program make routine use of educational media in their program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: In the spring of 1990, forty-seven (47) sophomores, seventy-one (71) juniors and sixty-one (61) seniors completed a questionnaire pertaining to the School of Education faculty's use of educational media. Of those students responding, one hundred seventy-nine (179) indicated that School of Education faculty do make use of educational media in their program; six (6) students responded negatively.

SOURCES OF VERIFICATION: Original responses to these questionnaires are available in the School of Education office.

EVIDENCE INDICATOR #3: Education faculty effectively integrate education media as instructional technique in the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: When asked about the effectiveness of the School of Education faculty's use of educational media on a questionnaire in the spring of 1990, students responded by using a Likert Scale with 1 (one) being ineffective and 5 (five) being very effective. Of those students responding two (2) rated effectiveness as a 1; ten (10) rated effectiveness as a 2; fifty (50) rated effectiveness as a 3; ninety-two (92) rated effectiveness as a 4; and twenty-three (23) rated effectiveness as a 5.

SOURCES FOR VERIFICATION: Original responses to this questionnaire is available in the School of Education office.

EVIDENCE INDICATOR #4: Teacher education faculty make conscious use of various instructional techniques such as lectures, grouping by different criteria, laboratory, role-playing, team teaching, programmed instruction, media-oriented presentations, and peer tutoring.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: In responding to a questionnaire in the spring of 1990 concerning the faculty's use of a variety of instructional techniques, one hundred seventy-eight (178) students responded positively indicating that the faculty uses a variety of techniques; nine (9) students responded negatively.

SOURCES FOR VERIFICATION: Original copies of these questionnaires are available in the School of Education office.

Section F was written by Dr. Anne Shelley, Acting Dean of the School of Education.

G. FACILITIES AND INSTRUCTIONAL MATERIALS

STANDARD I: The physical plant meets the instructional, cultural, health, and safety needs of the students.

EVIDENCE INDICATOR #1: The physical plant meets the needs and objectives of the teacher education program. (Refer to Section A, Standard II.)

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The physical plant at USC Spartanburg meets the needs and objectives of the teacher education program providing a positive learning atmosphere. The facilities are adapted to those who are physically handicapped or who require elevators for access.

SOURCES FOR VERIFICATION: See campus maps and tour the facilities.

EVIDENCE INDICATOR #2: The physical facilities accommodate the safety and health of the students and faculty in the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The physical facilities are arranged and organized to accommodate the safety and health of the students and faculty in the teacher education program.

SOURCES FOR VERIFICATION: See the physical facilities at the university, specifically the Media Building, Hodge Gymnasium; the USCS 1991-93 Catalog, p.26; tour of the facilities and campus map.

EVIDENCE INDICATOR #3: The physical plant meets the cultural, recreational, and social needs of teacher education students and faculty.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The physical plant meets the cultural, recreational, and social needs of teacher education students and faculty through the courts for tennis, basketball, racquetball, volleyball, activity; fields for baseball, softball, soccer, and jogging. Cultural activities such as plays, art exhibits and guest lectures are held in Tukey Theater, the Humanities and Performing Arts Center, the Library, and in the Smith Building Gallery.

SOURCES FOR VERIFICATION: See the physical facilities at the university, specifically the Hodge Gymnasium, activity fields and courts, the Library, Tukey Theater, Smith Building Gallery, the Humanities and Performing Arts Center, tour of facilities, and campus map.

STANDARD II: Library/media centers are appropriately equipped, professionally administered and managed to provide instructional, research, and support services for both faculty and students. Administrative procedures and retrieval methods reflect current practice and use of mediated instructional systems and technology.

EVIDENCE INDICATOR #1: The library constitutes the principal materials resource center for the faculty and students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Library on the university campus constitutes the principal materials resource centers for faculty and students in teacher education programs. The library holds a “C” rating using rating standards established by the Association of College Research Libraries and houses books, periodicals, documents, microfiche, and other resources. The School of Education Curriculum Lab is housed in the library.

SOURCES FOR VERIFICATION: See the USCS Library and Curriculum Lab, SACS Self-Study 1991, Chapter 5, “The Library”, pp.167-196. Contact: Dr. Chip Green, Dean of the Library and Dr. Jim Charles of School of Education.

EVIDENCE INDICATOR #2: Course assignments in teacher education require students to utilize the library in activities such as readings, projects, reports, and similar assignments.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is the policy of the School of Education that teacher education students are required to utilize the library in activities such as those identified above. Library work is expected in a number of required education courses.

SOURCES FOR VERIFICATION: See SACS Self-Study 1991, p. 170-172, and course syllabi for SEDF 210, 321, 333, 334, 485, 486; SEDL 441, 445, 446, 447, 448; SEDE 322, 445-8; SEDS 441, 445-8, 460; SPED 101, 201, 545, 553, 562; SHED 221, 331.

EVIDENCE INDICATOR #3: The library is appropriately organized and operated according to modern accepted practices.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Library is organized and operates according to modern and accepted practices.

SOURCES FOR VERIFICATION: The Library on the University campus and annual reports and surveys prepared and conducted by the library staff and SACS Self-Study 1991, pp.170-172. Contact: Dr. Chip Green, Dean of the Library.

EVIDENCE INDICATOR #4: The number of volumes in the library conforms to recommended levels by professional library associations or similar accrediting organizations.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Library holds a “C” rating as identified by standards of the Association of College Research Libraries.

SOURCES FOR VERIFICATION: See SACS Self-Study 1991, pp.173-179. Contact: Dr. Chip Green, Dean of the Library.

EVIDENCE INDICATOR #5: Materials and facilities are readily accessible to meet student needs.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Library materials and facilities are readily accessible to meet student needs. Except for certain materials held on reserve, reference materials and non-print items, materials are available for student check out. Materials not available for checkout may be used within the library. The library has open stacks for easy student use. The USCAN computer system allows students to see the holdings of all the libraries in the USC System. Additionally, USCS has access, through the USCAN Terminals, to library resources available throughout the University of South Carolina system.

SOURCES FOR VERIFICATION: See USCS Library on the university campus, campus maps and library brochures. Contact: Ms. Jacqueline Rollins, Circulation/Mrs. Nancy Lambert, ILL.

EVIDENCE INDICATOR #6: The library is administered by a professionally trained librarian.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: USCS Library personnel are professionally trained and have a wide variety of experience in the field. The library is administered by an individual who holds the doctoral degree in Geology and a Masters Degree in Librarianship.

SOURCES FOR VERIFICATION: See SACS Self-Study 1991, pp.180 & 182. Interview the Dean of the Library, review credentials of library personnel. Contact: Barbara Sprague, Personnel Office.

EVIDENCE INDICATOR #7: Professional journals and current periodicals pertaining specifically to teacher education are available in number, quality, and content to reflect current professional trends.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Professional journals and current periodicals pertaining specifically to teacher education are available in number, quality and content to reflect current professional trends.

SOURCES FOR VERIFICATION: See SACS Self-Study 1991, pp.173 through 178 and 188 through 189. Also see 170 undergraduate journal holdings, and 70 graduate journal titles in the USCS Library related to teacher education. Hold 167 of 366 journals indexed in the Education Index. Tour of the facilities. Contact: Ms. Ellen Tillett, Coordinator of Collection Development.

EVIDENCE INDICATOR #8: The institution utilizes and maintains a support system of educational media and technology for its teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The institution maintains and utilizes a support system of various educational media forms and technology for the teacher education program as well as for all other programs on campus.

SOURCES FOR VERIFICATION: See the non-print collection in the USCS Library, the Curriculum Lab in the Library and the resources in the Audiovisual Production Center. Contact: Mrs. Nancy Lambert, Audiovisual holdings; Mrs. Rebekah Gray, Audiovisuals Director.

EVIDENCE INDICATOR #9: Teacher education faculty are afforded a supply of such instructional support equipment as audiovisual machines, duplicating equipment, laboratories, and electronic and mechanical media by the institution.

REQUIRED COURSES, EXPERIENCES, OR COMPONENTS: All faculty on campus are supported with a supply of instructional support equipment from the Audiovisual Production Center, Printing Services, and Computer Services.

SOURCES FOR VERIFICATION: See instructional support equipment and materials on the university campus through the Audiovisual Production Center, Printing Services, and Computer Services. Contact: Mrs. Rebekah Gray, Audiovisuals Director; Mr. Lew Perry, Printing Services; and Dr. Andrew Crosland, Computer Services.

EVIDENCE INDICATOR #10: Materials and equipment are available to the faculty and students in teacher education to support the instructional program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Materials and equipment are available to the faculty and students in teacher education to support the instructional program. Faculty and students in all programs use materials and equipment on an as-needed basis.

SOURCES FOR VERIFICATION: See instructional support equipment and materials in the Audiovisuals Production Center, the School of Education Computer Lab. Also see Equipment Inventory of Audiovisual Production Center 1990. Contact: Mrs. Rebekah Gray, Audiovisuals Director; Dr. Bill Bruce, Coordinator of School of Education Computer Lab.

EVIDENCE INDICATOR #11: Media are used regularly by faculty and students in teacher education and are adequately maintained.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Teacher education faculty actively support a media approach to learning and strongly encourage students to use media resources in their assignments.

SOURCES FOR VERIFICATION: See the course syllabi. See circulation of library non-print materials. Contact: Mrs. Rebekah Gray, Audiovisuals Director; Ms. Jackie Rollins, Circulation.

STANDARD III: The institution provides space, equipment, supplies, and laboratories needed for each instructional program such as industrial arts, music, art, physical education, and the sciences. Instruction in the production and use of materials and equipment is ongoing.

EVIDENCE INDICATOR #1: The institution provides space, supplies, and equipment to meet the needs of each teacher education program offered.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Space, supplies and equipment are available to meet the needs of all teacher education programs. This is available through the materials of the Audiovisual Production Center, the Computer Lab, the Science Education Center, the Curriculum Lab, science laboratories, music practice rooms, and studio art areas.

SOURCES FOR VERIFICATION: Tour of facilities and campus tours. Contact: Dr. Karen Robertson, Dr. Jim Charles, Dr. Ed Donovan.

EVIDENCE INDICATOR #2: Space and equipment are available for conducting simulated activities such as micro-teaching and role-playing.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: An area in the Audiovisual Production Center is available for video production for conducting simulated activities such as micro-teaching and role playing. Portable equipment is also available so that regular classroom space can be used for such activities.

SOURCES FOR VERIFICATION: See instructional space utilized by the School and the video production area in the Audiovisual Production Center and campus maps. Contact: Mrs. Rebekah Gray, Audiovisual Director.

EVIDENCE INDICATOR #3: Audio and video recorders and monitors and similar equipment are available and utilized by both faculty and students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Audio and video recorders and monitors are available and utilized, as needed, by both faculty and students.

SOURCES FOR VERIFICATION: See equipment holdings in the Audiovisual Production Center and see Section G, Standard II, Evidence Indicator 9 and 10. Contact: Mrs. Rebekah Gray, Audiovisuals Director.

EVIDENCE INDICATOR #4: Materials, supplies, and equipment are utilized and maintained for continuing and effective use by students and faculty in support of the regular instructional program.

REQUIRED COURSE, EXPERIENCES, OR PROGRAM COMPONENTS: The university maintains materials, supplies and equipment for use by students and faculty in support of the regular instructional program.

SOURCES FOR VERIFICATION: Tour of campus to include the Audiovisual Production Center, the Computer Lab, the Science Education Center, the Curriculum Lab, science labs, art studio, music practice rooms. Also see Section G, Standard II, Evidence Indicator 11. Contact: Mrs. Rebekah Gray, Instructor in Education and Audiovisual Production Center Director; Mrs. Joe Greer, School of Education Administrative Assistant.

EVIDENCE INDICATOR #5: Faculty and students in teacher education are instructed in the proper and effective use, maintenance, and preservation of available supplies and equipment utilized in the regular instructional program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Faculty and students in teacher education are instructed, as needed, in the proper and effective use, maintenance and preservation of available supplies and equipment utilized in the regular instructional program. Such instruction is provided for students through required study and for faculty, as needed, through the School's office staff and the staff of the Audiovisual Production Center.

SOURCES FOR VERIFICATION: See USCS Catalog, pp. 153 & 155 and syllabi for SEDE 400, SEDL 400, and SEDS 400. Contact: Mrs. Rebekah Gray, Instructor in Education and Audiovisual Director; Mrs. Joe Greer, School of Education Administrative Assistant.

STANDARD IV: The Curriculum laboratory and professional materials center contain collections that are current and appropriate to the school systems, the programs offered, and the age-grade levels of preparation.

EVIDENCE INDICATOR #1: The teacher education program maintains a materials center or materials laboratory.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The university maintains a curriculum resources center, a science center, and a computer software library for use by teacher education students.

SOURCES FOR VERIFICATION: See the School of Education Curriculum Resources Center on the main floor of the USCS Library, the Spartanburg County Science Education Center at USCS housed in a portable classroom, and the computer software library housed in the School of Education computer lab. Also see School of Education Faculty and Program Manual, pp.43 and 44. Contact: Dr. Karen Robertson, Acting Dean of the School of Education and Dr. Jim Charles of School of Education.

EVIDENCE INDICATOR #2: It is staffed and open to students on a regular basis to meet student needs.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum Resources Center, Spartanburg County Science Education Center at USCS, and Computer Software Center are open to students and staffed on a regular basis which meets the needs of students.

SOURCES FOR VERIFICATION: Review of posted library hours for the Curriculum Resources Center, Spartanburg County Science Education Center at USCS and Computer Software Center. Also see the USCS Library Brochure. Contact: Dr. Chip Green, Dean of the Library, Dr. Jim Charles of School of Education, Dr. Ed Donovan, Science Education Center Director, and Mrs. Pat Harrison, Director of the School of Education's Microcomputer School Project.

EVIDENCE INDICATOR #3: Its resources and services are utilized by education faculty in their instruction and student assignments.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Resources and services of the Curriculum Resources Center, Spartanburg County Science Center at USCS, and Computer Software Center are utilized by education in their instruction and student assignments. Records are kept by each lab or center as to their utilization.

SOURCES FOR VERIFICATION: Tour of Curriculum Resources Center, Spartanburg County Science Center at USCS and Computer Software Center for holdings and reports on materials utilization and check out. Contact: Dr. Karen Robertson, Acting Dean of the School of Education, Dr. Jim Charles of School of Education, Dr. Ed Donovan, Science Education Center Director, and Mrs. Pat Harrison, Director of the School of Education's Microcomputer School Project.

EVIDENCE INDICATOR #4: It is administered by a professionally-trained individual well-informed in its offerings and services.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS Library, of which the Curriculum Resources Center is a part, is administered by a professionally trained librarian. The Curriculum Resources Center, Spartanburg County Science Center at USCS and Computer Software Center are each coordinated by a trained individual, well-informed in its offerings and services, and operated by student assistants.

SOURCES FOR VERIFICATION: See USCS Library, Curriculum Resources Center, Spartanburg County Science Center at USCS and Computer Software Center for personnel assignments and credentials of personnel involved. Also see USCS Library Brochure. Contact: Dr. Chip Green, Dean of the Library, Dr. Jim Charles, School of Education, Dr. Ed Donovan, Science Education Center Director, and Mrs. Pat Harrison, Director of the School of Education's Microcomputer School Project.

EVIDENCE INDICATOR #5: It provides examination copies of predominantly used current state-adopted textbooks in each major area of the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum Resources Center provides examination copies of predominantly used current state-adopted textbooks in each area of the teacher education program.

SOURCES FOR VERIFICATION: See holdings in the Curriculum Resources Center for textbook collection. Also see School of Education Locator Map Curriculum Resources Center. Contact: Dr. Karen Robertson, Acting Dean of the School of Education and Dr. Jim Charles, School of Education.

EVIDENCE INDICATOR #6: It provides a variety of such teaching aids as maps, charts, displays, demonstration devices, pictures, filmstrips, recordings, etc.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum Lab, Science Center and Computer Software Center hold a variety of teaching aids such as those identified above.

SOURCES FOR VERIFICATION: See holdings of the Curriculum Resources Center, Spartanburg County Science Education Center at USCS and Computer Software Center for identification of the above mentioned resources. Also see School of Education Locator Map Curriculum Resources Center. Contact: Dr. Karen Robertson, Acting Dean of the School of Education, Dr. Jim Charles, School of Education, Dr. Ed Donovan, Science Education Center Director, and Mrs. Pat Harrison, Director of the School of Education's Microcomputer School Project.

EVIDENCE INDICATOR #7: It includes materials on evaluation and testing, courses of study, and teaching units.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum Resources Center and Spartanburg County Science Education Center at USCS include materials on testing, courses of study, and teaching units. The main holdings in the USCS Library also include holdings on evaluation and testing. The Curriculum Resources Center holdings on evaluation and testing, courses of study and teaching units are limited due to the recent loss of the USCS ERIC Collection. The USCS Library has plans to add the ERIC Collection on CD ROM in the near future.

SOURCES FOR VERIFICATION: See holdings of the Curriculum Resources Center, USCS Library and Spartanburg County Science Education Center at USCS. Also see School of Education Locator Map Curriculum Resources Center. Contact: Dr. Karen Robertson, Acting Dean of the School of Education, Dr. Jim Charles, School of Education, and Dr. Ed Donovan of the School of Education.

EVIDENCE INDICATOR #8: It provides equipment and supplies for materials development and preparation.

REQUIRED COURSES, EXPERIENCES, PROGRAM COMPONENTS: The Curriculum Resources Center and the Spartanburg County Science Education Center at

USCS provide some resources for materials development for teacher education students, but this capacity is primarily housed in the Audiovisual Production Center.

SOURCES FOR VERIFICATION: See the holdings and resources in the Curriculum Resources Center, Spartanburg County Science Education Center at USCS, and in the Audiovisual Production Center. Also see School of Education Program and Faculty Manual, p. 44. Contact: Mrs. Rebekah Gray, Audiovisual Production Center Director.

EVIDENCE INDICATOR #9: It provides copies of all instructional materials developed by the state for the Basic Skills Assessment Program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum Resources Center provides copies of instructional materials developed by the state for the Basic Skills Assessment Program.

SOURCES FOR VERIFICATION: See resources of the Curriculum Resources Center for holdings in this area. Also see the School of Education Locator Map Curriculum Resources Center. Contact: Dr. Karen Robertson, Acting Dean of the School of Education and Dr. Jim Charles, School of Education.

EVIDENCE INDICATOR #10: It includes copies of current curriculum guides from those school districts used for clinical assignments.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The school requests current curriculum guides from participating school districts. The Curriculum Resources Center includes copies of current curriculum guides which are available from those school districts used for clinical assignments. Given the extensive clinical experiences included in the Professional Program, students also utilize curriculum resources on-site in clinical assignments.

SOURCES FOR VERIFICATION: See holdings in the Curriculum Resources Center for holdings in this area. Also see the School of Education Locator Map Curriculum Resources Center. Contact: Dr. Karen Robertson, Acting Dean of the School of Education and Dr. Jim Charles, School of Education.

Section G was written by Dr. Joe Bowman, School of Education/Physical Education.

H. SCHOOL-INSTITUTION RELATIONS

STANDARD I: The institution makes arrangements with school systems which include mutually agreed upon provisions for compensations, supervision, and problem resolution.

EVIDENCE INDICATOR #1: There is an annual written agreement between the institution and the public school district concerning collaborative activities.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: We have a written agreement between our institution and the public schools which documents collaborative activities.

SOURCES FOR VERIFICATION: See USCS School of Education Field Experiences Handbook, Appendix A, pp. 24-25. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #2: The written agreement shall reflect the policies and procedures as described in Section H, Standard II, Evidence Indicator 1.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS School of Education Field Experiences Handbook reflects the policies and procedures as described in Section H Standard II.

SOURCES OF VERIFICATION: See USCS School of Education Field Experiences Handbook, Appendix A pp.24-25. Contact: Dr. Tom Davis, Director of Field Experiences.

STANDARD II: Definitions, requirements, and regulations affecting working relationships between the schools and the institution are explicit, clear, well-publicized and followed.

EVIDENCE INDICATOR #1: A written document describes the working relationships between the teacher education program and the public schools. The written document or accompanying policy manuals shall detail policies and procedures for all clinical experiences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS School of Education Field Experiences Handbook outlines the relationship between the institution and public schools and details the policies and procedures for all clinical experience.

SOURCES FOR VERIFICATION: See USCS School of Education Field Experiences Handbook includes a section on student teaching, pp. 2-19 and one on practicum, pp.21-25. Also see copies of letters from our institution to public schools are available in the office of Field Experiences.

EVIDENCE INDICATOR #2: The description is explicit, clear, comprehensive, and current and shall include such areas as:

- a. activities, services, and compensation
- b. policies regarding substitute teachers
- c. roles and responsibilities
- d. policies regarding absences of cooperating teachers
- e. provisions for solving problems and the coordination of ongoing activities
- f. means for revision to meet changing needs and conditions

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

The above are detailed in USCS School of Education Field Experiences Handbook as well as letters which document the removal of student teachers and letters from the Field Coordinator soliciting changes for adjustments made to meet changing needs.

SOURCES FOR VERIFICATION: See the USCS School of Education Field Experiences Handbook, pp.5-17, letters found in the office of the Director of Field Experiences. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #3: Specific qualifications for cooperating teachers and institutional supervisors are provided.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The program has specific qualifications for cooperating teachers and institutional supervisors.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp.7-10, concerning cooperating teachers on page 2 and concerning institutional supervisors page 3. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #4: All institutional faculty involved in supervision, cooperating teachers, and appropriate administrators receive copies and participate in an orientation session.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All people involved in clinical experiences receive a copy of the Field Experiences Handbook and participate in an orientation session.

SOURCES FOR VERIFICATION: A copy of the letter inviting appropriate people to attend the orientation session is in the office of the Director of Field Experiences. Contact: Dr. Tom Davis, Director of Field Experiences.

STANDARD III: Both school and institution officials responsible for directing and coordinating the experience of prospective teachers enter into professional dialogue and seek to foster and improve professional education through understanding and through the resolution of differences.

EVIDENCE INDICATOR #1: Channels of communication and those responsible for coordination of clinical experiences in the teacher education program and public schools are designated.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The program provides for clear channels of communication between people responsible for coordination of clinical experiences and the public schools.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp.18, 19, 22, 37-40. Contact: Dr. Tom Davis, Director of Field Experiences.

STANDARD IV: The institution has a person who serves as a liaison with the school system to coordinate laboratory, practicum, and clinical experiences.

EVIDENCE INDICATOR #1: A district level coordinator(s) and an institution coordinator(s) are responsible for coordination and communication regarding the clinical experience program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Dr. Tom Davis is given six hours credit toward load to serve as Field Experiences Coordinator.

SOURCES FOR VERIFICATION: List of Faculty Course Loads, a list of district representatives is available in the office of the Director of Field Experiences. Contact: Dr. Tom Davis, Director of Field Experiences.

STANDARD V: Laboratory, practicum, and clinical experiences are done through cooperative programs in selected schools having well-planned curricular, appropriate teaching materials, and professionally educated staff members with successful teaching experience.

EVIDENCE INDICATOR #1: Written criteria are available for the institution's selection of schools to be used in the clinical experiences for teacher education students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: There are written criteria for the selection of schools that are used for clinical experiences in the teacher education program.

SOURCES FOR VERIFICATION: "USCS School/College Collaboration Agreement" and the USCS School of Education Field Experiences Handbook, p.2 for student teaching and p.22 for practica. Contact: Dr. Tom Davis, Director of Field Experiences.

STANDARD VI: There are provisions for planned, direct supervision of laboratory, practicum, and clinical experiences by adequate numbers of competent subject matter and professional education faculty. The institution provides special preparation for supervisors from both the school and the institution.

EVIDENCE INDICATOR #1: Provisions are made for full-time supervision of student teachers by individuals who meet the criteria stated in Section F, Standard I, Evidence Indicator 4 regarding cooperating teachers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Cooperating teachers used to supervise student teachers meet criteria stated in Section F, Standard I, Evidence Indicator 4.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp.3 and 4. Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #2: Each student teacher is supervised by institutional faculty who have preparation in professional education and the teaching major. Such supervision may be undertaken by one person with appropriate training in both areas or by two persons.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Student teachers are supervised by faculty who have preparation in professional education and the teaching major. Some secondary majors are supervised by education faculty members and also observed by faculty members from the content area.

SOURCES FOR VERIFICATION: Letters arranging for observation by faculty members from the School of Humanities and Sciences are in the office of the Director of Field Experiences, Student Files in the School of Education, USCS School of Education Field Experiences Handbook, pp. 3 and 4, and the "Faculty and Load Report for Fall 1991". Contact: Dr. Tom Davis, Director of Field Experiences.

EVIDENCE INDICATOR #3: The institution prepares public school and institutional supervisors of student teachers for their duties and responsibilities.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The program prepares public school and institutional supervisors for their duties and responsibilities by conducting presentation sessions.

SOURCES FOR VERIFICATION: Letters inviting appropriate people to orientation are available in the office of the Director of Field Experiences. Contact: Dr. Tom Davis, Director of Field Experiences. Contact: Dr. Tom Davis, Director of Field Experiences.

Section H was written by Mrs. Carol Smith, School of Education.

I. CURRICULUM DEVELOPMENT, PLANNING, AND PATTERNS

STANDARD I: The responsibilities for curriculum development, evaluation, and revision of the total teacher education program shall be coordinated through a single unit of the preparing institution. Each individual program of specialization shall be the responsibility of a designated unit or individual.

EVIDENCE INDICATOR #1: Responsibility for decisions directly affecting the teacher education curriculum clearly resides in a single unit or individual who is identified in writing by position or role.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Responsibility for decisions directly affecting the teacher education curriculum resides with the School of Education.

SOURCES FOR VERIFICATION: USCS 1991 Catalog, p.71; and School of Education Faculty and Program Manual, p.7-1.

EVIDENCE INDICATOR #2: A written description of the procedures and personnel involved in the development, revision, and evaluation of the teacher education curriculum specifies the process involved.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: A chart, contained in the USCS School of Education Policy Manual specifies the process of curriculum change followed by the School of Education. The chart is also located in the appendix of the USCS School of Education Student Handbook. The process governing university wide curriculum changes, that alter the USCS Catalog, are contained in the By-laws of the USCS Senate. The Senate By-laws appear in the appendix of the USCS Faculty Manual.

SOURCES FOR VERIFICATION: USCS School of Education Policy Manual, p.2-2; USCS School of Education Student Handbook, pp.61-64 and USCS Senate By-Laws, Appendix A of USCS Faculty Manual.

EVIDENCE INDICATOR #3: Responsibility for the curriculum in each major area offered in the teacher education program is designated to and identified single unit or individual at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS Catalog states that the School of Education exercises responsibility for the curriculum in each major area of the teacher education program. The USCS School of Education Faculty and Program Manual also states that the authority to control the curriculum of each major area of the teacher education program resides in the School of Education, its faculty, and the committees of the School of Education.

SOURCES FOR VERIFICATION: USCS 1991 Catalog, p. 71 and USCS School of Education Faculty and Program Manual, p.1.

STANDARD II: The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

EVIDENCE INDICATOR #1: The curriculum in the teacher education program is developed according to a formal, structured process that is described in writing or chart form.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: A chart, contained in the USCS School of Education and Policy Manual specifies the formal process of curriculum development followed by the School of Education. The chart is also located in the appendix of the USCS School of Education Student Handbook. The process governing university wide curriculum changes, that alter the USCS Catalog, are contained in the By-laws of the USCS Senate contained in the appendix of the USCS Faculty Manual.

SOURCES FOR VERIFICATION: USCS School of Education Policy Manual, p.2-2; USCS School of Education Student Handbook, pp. 61-64; and USCS Senate By-Laws, Appendix A of USCS Faculty Manual.

EVIDENCE INDICATOR #2: That process is made available to all groups and individuals involved.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: A copy of the USCS School of Education Policy Manual is provided to all USCS Deans, Division Chairs; School of Education faculty members; student members of the School of Education Academic Affairs Committee; School of Education Advisory Committee; and to the Chair of the Executive Academic Affairs Committee. A copy of the USCS School of Education Student Handbook is provided to all School of Education faculty and each student with a declared major in education.

SOURCES FOR VERIFICATION: USCS School of Education Policy Manual, p. 2-2 and USCS School of Education Student Handbook, pp. 61-64.

EVIDENCE INDICATOR #3: The process includes input from faculty, teacher education students, and public school personnel.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: USCS School of Education faculty members participate in the process of curriculum development and change through the faculty governance structure and through the School of Education curriculum change process. School of Education students participate in the process of curriculum change through the action of the School of Education Academic Affairs Committee and by participating as members of the School of Education Dean's Student

Advisory Committee. Public school personnel participate in the process through the School of Education Advisory Committee and by consultation with the Division Chairs.

SOURCES FOR VERIFICATION: USCS School of Education Faculty Manual, pp.2-1 through 2-14; USCS Senate By-Laws, Appendix A of USCS Faculty Manual; USCS School of Education Policy Manual, p. 2-2; USCS School of Education Student Handbook, pp.61-64; and Minutes of the School of Education Advisory Committee and School of Education Dean's Student Advisory Committee.

STANDARD III: The process of curriculum planning and development shall include the development of program objectives to assure an integrated system of preparation in which each component or subparts of the program functions in relation to other parts. A conceptual framework for the planning, development, and evaluation of components of the program shall be evident.

EVIDENCE INDICATOR #1: Objectives have been developed specifically for the teacher education program and are based upon instructional goals.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Goals and objectives for the Teacher Education Program have been developed by the faculty and are published in the USCS School of Education Faculty and Program Manual, the School of Education Student Handbook, and they are posted for public information in the Media Building. The objectives are based upon instructional goals (these goals are based upon the School of Education Philosophy) related to: professional and personal development; human relations; planning; strategies, methods, and techniques; and evaluation goals.

SOURCES FOR VERIFICATION: School of Education Objectives and Goals are found in the USCS School of Education Faculty and Program Manual, pp.6-13; USCS School of Education Student Handbook, pp.2-14; and School of Education Mapping Project Bulletin Board. The School of Education philosophy is found in the Faculty and Program Manual, pp.3-5 and the USCS 1991-93 Catalog, pp.71-73.

EVIDENCE INDICATOR #2: The curriculum in teacher education matches the stated objectives of the program. (Refer to Section A, Standards II and III.)

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The faculty has conducted a curriculum mapping project which correlates each School of Education objective with the School of Education curriculum. Each objective has been mapped as to whether it is introduced, reinforced, or mastered in each course or experience included in the course of study leading to a degree in teacher education.

SOURCES FOR VERIFICATION: School of Education Curriculum Mapping Project Bulletin Board and USCS School of Education Faculty and Program Manual Appendix A.

EVIDENCE INDICATOR #3: The curriculum in teacher education reflects a systematic, sequential, and coordinated design, free of course isolation and fragmentation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The School of Education Mapping Project has led to the organization of the curriculum in a sequential and correlated manner. When appropriate, courses listed in the USCS Catalog have designated prerequisites and co-requisites. Each student is provided a suggested sequence of courses for their program.

SOURCES FOR VERIFICATION: School of Education Mapping Project Bulletin Board; School of Education Degree Progress Sheets; USCS 1991-93 Catalog, pp.76-90; USCS School of Education Student Handbook, pp.7-13; and advisement files for each student.

EVIDENCE INDICATOR #4: The curriculum in teacher education is evaluated for the purpose of improvement and needed revision.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The curriculum in teacher education at USCS is assessed in a variety of ways. Included in the assessment is a review of various standardized tests administered to teacher education majors. Evaluations of the following standardized instruments provide information concerning needed changes in the curriculum: EEE, NTE, PKE, and APT. In addition to these standardized instruments the School of Education reviews evaluations of faculty and programs that are provided by cooperating teachers, cooperating principals, student teachers, and students taking School of Education courses. These evaluations are used to determine program changes and goals for improved teaching in School of Education courses. Follow-up studies of School of Education graduates are conducted every five years.

SOURCES FOR VERIFICATION: EEE, NTE, PKE summary evaluations (Done by the Dean of the School of Education); APT results and summary report (Done by Director of Field Experiences, Dr. Tom Davis); Minutes of the School of Education faculty meetings; Curriculum Mapping Project; Summary report of evaluations from cooperating teachers, cooperating principals, and student teachers (Done by Dr. Tom Davis); Follow-up studies of teacher education graduates 1985-86 and 1989-91; USCS School of Education Policy Manual, p.2-1; USCS School of Education Student Handbook, p.64.

STANDARD IV: The professional component of the teacher education program shall be based upon the institution's identified role expectations and desired outcomes for the preservice teacher and there shall be established a conceptual framework for achieving those expectations and outcomes.

EVIDENCE INDICATOR #1: The teacher education program has identified in writing what it expects of its teacher education students as a result of their progress through the curriculum, based upon desired outcomes.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Expectations concerning matriculation are clearly stated in the USCS Catalog and the School of Education Degree Progress Sheets. The School of Education has written objectives that guide the teacher education program. The objectives are distributed to

faculty and students. The formative and summative evaluation forms for the student teaching experience reflect the objectives of the School of Education.

SOURCES FOR VERIFICATION: School of Education Degree Progress Sheets; USCS School of Education Field Experiences Handbook, pp.23 & 24; student files that contain summative and formative evaluations conducted during student teaching; USCS School of Education Faculty and Program Manual, pp.7-13; USCS School of Education Student Handbook, pp.7-14; Curriculum Mapping Project Bulletin Board; School of Education Formative Evaluation for Student Teaching; School of Education Summative Evaluation for Student Teaching.

EVIDENCE INDICATOR #2: The teacher education curriculum provides its majors with the expected skills and knowledge needed to fulfill or meet the program objectives.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Through the Curriculum Mapping Project, each skill and knowledge objective has been correlated with the courses offered by the School of Education. This curriculum mapping verifies that all objectives of the School of Education are addressed in the required courses contained in each major area. Each objective is introduced, reinforced and mastered in one or more courses in each student degree program. A logical sequence of courses are required of each major; these courses contain objectives that correlate with the School of Education's Objectives. Primarily, the School's objectives reach the application level; individual syllabi contain lower level knowledge and comprehension objectives in support of the School's objectives. Additionally, course syllabi also contain analysis, synthesis, and evaluation objectives that help students retain information that relates to the overall School's objectives.

SOURCES FOR VERIFICATION: Curriculum Mapping Project Bulletin Board; USCS 1991-93 Catalog, pp.76-90; School of Education syllabi; Summary reports of standardized tests and student teaching evaluations (data drawn from evaluations of student teachers and standardized test results); USCS School of Education Faculty and Program Manual, Appendix A.

EVIDENCE INDICATOR #3: The program of studies for teacher education students leading to identified competencies is sequential and coordinated.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Suggested semester by semester schedules reflect a concern for sequence. The School of Education Curriculum Mapping Project also identified courses in which objectives are introduced, reinforced, and mastered. The USCS Catalog lists prerequisites for teacher education courses that move from simple to complex learning, and from knowledge to application to evaluation. Generally, courses that furnish a knowledge base or foundation occur early in the sequence of suggested courses. The foundation courses are followed by courses specific to each major. The major courses emphasize curriculum and methodology concepts and provide experiences in public school settings. Courses that require the application of teaching skill in school-based situations occur throughout the program in a sequential manner.

SOURCES FOR VERIFICATION: Degree Progress Sheets and suggested schedule, USCS 1991-93 Catalog, School of Education Curriculum Mapping Project, course syllabi and student interviews.

STANDARD V: The curriculum design of teacher education shall include practice and theory, and shall integrate theories of teaching and learning with the study of actual behavioral situations, both real and simulated.

EVIDENCE INDICATOR #1: The teacher education curriculum provides its students with a thorough exposure to and knowledge of current theory and trends of teaching and learning.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Professional Program in Teacher Education provides its students with a thorough exposure to, and knowledge of, current theory and trends in teaching and learning. The faculty has created a curriculum mapping project which was developed to insure that all faculty address current theory and trends of teaching and learning in the courses they teach.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board; USCS School of Education Faculty and Program Manual (see objectives and goals), pp.6-13 and Appendix A; USCS 1991-93 Catalog, pp.71-73; School of Education Degree Program Advising Sheets; and School of Education course syllabi: SEDE 322, 445-448; SEDL 441, 445-448; SEDS 410, 441, 445-448 & 460; SPED 201, 210, 315, 320, 350, 360, 562.

EVIDENCE INDICATOR #2: Experience, training, and practice in the application of theory and skills are provided.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Professional Program in Teacher Education provides its students with experiences, training and practice in the application of theory and skills. Students are involved in several practica that are an integral part of their courses. Between these practica and directed teaching they get ample opportunity to apply educational theory and skills in a classroom situation.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board, USCS School of Education Faculty and Program Manual, pp.3-5; USCS 1991-93 Catalog; School of Education Degree Program Advising Sheets; USCS School of Education Field Experiences Handbook; and School of Education course syllabi (especially those involved in field experiences): SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 473, 475, 478, 481; SPED 201, 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #3: Theory and practice are integrated for students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Professional Program in Teacher Education provides its students with numerous

opportunities to see how theory and practice are integrated in teaching. This is done in classes on-campus and in supervised field experiences off-campus.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board, USCS School of Education Faculty and Program Manual, pp.3-5; USCS 1991-93 Catalog; See Section 1-5-2; School of Education Degree program advising sheets; USCS School of Education Field Experiences Handbook, pp.17-20; and School of Education course syllabi (especially those involved in field experiences): SEDE 445-448, 469; SEDL 410, 441, 445-448, 470; SEDS 410, 445-448, 460, 473, 475, 478, 481; SPED 201, 315, 320, 350, 360, 562, 479; SEDF 333/333L, 333/333L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #4: Students are required to participate in actual behavioral situations that require integration of theory and practice.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Professional Program in Teacher Education requires all students to participate in actual behavioral situations that require integration of theory and practice. This is done in classes on-campus and supervised field experiences off-campus.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board, USCS School of Education Faculty and Program Manual, pp.3-5; USCS 1991-93 Catalog; School of Education Degree program advising sheets; USCS School of Education Field Experiences Handbook, pp.17-20; and School of Education course syllabi (especially those involved in field experiences): SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 445, 460, 473, 475, 478, 481; SPED 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #5: The curriculum in teacher education provides both real and simulated situations applicable to specific program(s) of study.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum of the Professional Program in Teacher Education provides both real and simulated situations applicable to specific program(s) of study for all students. This is done in classes on-campus and supervised field experiences off-campus. In their courses and field experiences, students present both peer lessons and lessons to students they will eventually be certified to teach.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board, USCS School of Education Faculty and Program Manual, pp.3-5; USCS 1991-93 Catalog; School of Education Degree program advising sheets; USCS School of Education Field Experiences Handbook, pp.17-20; videotapes of lessons and lesson plans done by students, and School of Education course syllabi (especially those involved in field experiences): SEDE 445-448, 469; SEDL 410, 441, 445-448, 470; SEDS 410, 445-448, 460, 473, 475, 478, 481; SPED 201, 315, 320, 350, 360, 562, 479; SEDF 333/333L, 333/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #6: The curriculum integrates research on effective teaching and effective schools.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum of the Professional Program in Teacher Education integrates research on effective teaching and effective schools. This is done through required study in several professional education courses. All students are introduced to and utilize various aspects of the Program for Effective Teaching (PET) and the Assessments of Performance in Teaching (ACT) in several courses into all courses.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board, USCS School of Education Faculty and Program Manual, pp.6 & 7; School of Education Degree Program Sheets; and School of Education course syllabi: SEDF 210, 321 and 334; SEDE 322, 445-448; SEDL 441; SEDS 441, 445-448 & 460; SPED 201.

EVIDENCE INDICATOR #7: The curriculum integrates study of higher order thinking skills and relates that study to teaching and learning.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Curriculum of the Professional Program in Teacher Education integrates the study of higher order thinking skills and relates that study to teaching and learning. This is done through the teaching of various Higher Order Thinking Skills Taxonomies in required courses. These courses emphasize higher levels thinking (i.e. synthesis and evaluation).

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog; the Curriculum Mapping Project Bulletin Board; the goals and objectives listed in the USCS School of Education Faculty and Program Manual, pp.6-13; Directed Teaching Formative Evaluation Form; School of Education Degree Program advising sheets; Results of the 1990 School of Education Survey on Teaching Methods (see Dr. Bill Bruce), and School of Education course syllabi and handouts used in these courses: SEDE 322, 445-448; SEDL 441, 445-448; SEDS 441, 445-48 & 460; SPED 201, 315, 320, 350, 360, 562.

STANDARD VI: The curriculum in teacher education shall include supervised clinical, laboratory, and practicum experiences which shall be sequential and incremental and shall occur in a variety of settings including the areas of specialization. The nature of these experiences shall be documented.

EVIDENCE INDICATOR #1: Clinical experiences are documented as to purposes, objectives, expected outcomes, and evaluation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Field Experience component of the Professional Program in Teacher Education incorporates clinical experiences which are documented as to purposes, objectives, expected outcomes, and evaluation thus allowing all participants, faculty and students alike, appropriate knowledge about expectations, outcomes, procedures, and evaluation.

SOURCES FOR VERIFICATION: See the goals and objectives in the USCS School of Education Field Experiences Handbook, pp.1-4, 15, 21, Appendixes B, C, G, & H and

School of Education course syllabi involved in field experiences: SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 473, 475, 478, 481; SPED 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #2: The clinical experiences are sequential in nature as opposed to isolated or fragmented activities.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The clinical experience component of the Professional Program in Teacher Education is sequential in nature as opposed to isolated or fragmented. Clinical experiences move from observation to small group instruction and then to large group instruction. Each experience builds upon the previous one. In directed teaching, students experience different grade levels during their placements. They normally begin their directed teaching with a short time of observation, gradually take over the cooperating teacher's load, and proceed to full-time teaching.

SOURCES FOR VERIFICATION: See the goals and objectives of the USCS School of Education Field Experiences Handbook, pp.19-20; USCS School of Education Policy Manual, pp.5.3 & 4.3; USCS 1991-93 Catalog; student program and advising sheets; student practica journals; and School of Education course syllabi involved in clinical experiences: SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 473, 475, 478, 481, SPED 201, 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #3: They are incremental and based on increasing levels of expectations in both content and skills.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The clinical experiences of the Professional Program in Teacher Education are incremental and based on increasing levels of expectations in both content and skills as the student proceeds through the program. The clinical experiences move from observation to small group instruction and then to large group instruction. Each experience builds upon the previous one. In directed teaching, students experience different grade levels during their placement. They normally begin their directed teaching with a short time of observation, gradually take over the cooperating teacher's load, and proceed to one or more weeks of full-time teaching.

SOURCES FOR VERIFICATION: See the USCS Field Experiences Handbook, pp.19-20; USCS 1991-93 Catalog; student program and advising sheets; student practica journals; and School of Education course syllabi involved in clinical experiences: SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 473, 475, 478, 481; SPED 201, 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #4: The clinical experiences are correlated with the rest of the teacher education curriculum and reflect program objectives and desired outcomes.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The clinical experience component of the Professional Program in Teacher Education is correlated with the rest of the teacher education curriculum and reflect program objectives and desired outcomes. The faculty have made special efforts to relate field experiences with on-campus activities that promote the greatest level of professional growth and development in all students. Most practica are built into the existing courses. Faculty members control field experiences related to their courses. This allows the faculty member to help the students merge theory and practice.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board; the goals and objectives included in the USCS School of Education Faculty and Program Manual, pp.6-13; USCS School of Education Student Handbook, pp.8-14; USCS 1991-93 Catalog, pp.76-90; student program and advising sheets; and School of Education course syllabi involved in clinical experiences: SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 473, 475, 478, 481; SPED 201, 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

EVIDENCE INDICATOR #5: The teacher education curriculum includes formal, structured clinical experiences in a school setting covering a period of two semesters prior to the student teaching semester.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Clinical experiences for the Professional Program in Teacher Education include formal, structured clinical experiences in a school setting covering a period of four semesters prior to the student teaching semester.

SOURCES FOR VERIFICATION: See the goals and objectives listed in the USCS School of Education Faculty and Program Manual, pp.6-13; USCS School of Education Student Handbook, pp.8-14; USCS 1991-93 Catalog, pp.71-73; student program and advising sheets (including the suggested schedule on the back); and School of Education course syllabi involved in clinical experiences: SEDE 445-448, 469; SEDL 410, 470; SEDS 410, 473, 475, 478, 481; SPED 201, 315, 479; SEDF 333/333L, 334/334L, 341; SEDR 414, 416, 418.

STANDARD VII: The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the training, selection, and evaluation of cooperating teachers and the implementation and evaluation of the clinical, laboratory, and practicum experiences within the program.

EVIDENCE INDICATOR #1: Written evidence exists of collaboration between the institution and public schools regarding the practicum and internship experiences. (Refer to Section H.)

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: USCS and the local school districts annually agree to collaborate regarding practicum and directed teaching experiences. Written evidence exists of collaboration between the institution and public schools regarding the practicum and internship experiences. A written contract exists between the public schools and USCS.

SOURCES FOR VERIFICATION: See the written contract between USCS and the local school districts and the guiding policy located in the USCS School of Education Field Experiences Handbook (see Appendix A). Contact: Dr. Tom Davis, Coordinator of Field Experiences.

EVIDENCE INDICATOR #2: Cooperating teachers are evaluated by the institution as to their competence and effectiveness in the clinical experiences program. This evaluation shall be completed at the end of each semester.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is a policy of the School that all cooperating teachers are evaluated by the institution as to their competence and effectiveness in the clinical experiences program. This evaluation is completed at the end of each semester by the university supervisor. Using this information, a summary report is created.

SOURCES FOR VERIFICATION: See the USCS School of Education Field Experiences Handbook, Appendix I; the directed teaching Cooperating Teacher Evaluation Form summary. Contact: Dr. Tom Davis, Coordinator of Field Experiences.

EVIDENCE INDICATOR #3: Institutional supervisors in the clinical experiences program are evaluated by the cooperating teachers. This evaluation shall be completed at the end of each semester.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is a policy of the School that all university supervisors are evaluated by the cooperating teachers as to their effectiveness during the clinical experiences program. This evaluations are completed at the end of each semester by the cooperating teachers. Using this information, a summary report is created.

SOURCES FOR VERIFICATION: See the USCS School of Education Field Experiences Handbook, Appendix H and the directed teaching Cooperating Teacher Evaluation Form summary. Contact: Dr. Tom Davis, Coordinator of Field Experiences.

EVIDENCE INDICATOR #4: Cooperating teachers participate in the evaluation of the effectiveness of the clinical experiences program. This evaluation shall be completed at the end of each semester.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: It is a policy of the School that the USCS Teacher Education clinical experiences program is

evaluated by the cooperating teachers. This evaluation is completed at the end of each semester by the cooperating teachers. Using this information, a summary report is created.

SOURCES FOR VERIFICATION: See the USCS School of Education Field Experiences Handbook, Appendix G and the directed teaching Cooperating Teacher Evaluation Form summary. Contact: Dr. Tom Davis, Coordinator of Field Experiences.

STANDARD VIII: The teacher education curriculum required by the institution shall be described to faculty, students, and others involved in the program.

EVIDENCE INDICATOR #1: The curriculum in teacher education is published in a format that is easily understood and accessible to students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The curriculum in teacher education at USCS is published in a format that is easily understood and accessible to students.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board; USCS School of Education Faculty and Program Manual, Appendixes E-1 through F-9; USCS 1991-93 Catalog, pp.76-90; USCS School of Education Student Handbook, pp.16-44; and School of Education Degree program advising sheets and suggested schedule.

EVIDENCE INDICATOR #2: The curriculum is available and described to all appropriate faculty at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The curriculum is available and described to all appropriate faculty at the institution. A USCS Catalog is provided to all USCS faculty for advising purposes. School of Education faculty, both part-time and full-time, receive a USCS Catalog and a USCS School of Education Faculty and Program Manual from the Dean. All appropriate faculty have student program advising sheets and the Curriculum Mapping Project made available to them.

SOURCES FOR VERIFICATION: See the Curriculum Mapping Project Bulletin Board; USCS School of Education Faculty and Program Manual, Appendixes F-1 through F-9; USCS 1991-93 Catalog, pp.76-90; USCS School of Education Student Handbook, pp.16-44; and School of Education Degree program advising sheets and suggested schedule.

EVIDENCE INDICATOR #3: The curriculum requirements for completion of the approved program are described to the students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The curriculum requirements for completion of the approved program are described to the students. All students are assigned an advisor by the USCS Freshman Center for the first

year of their program and then another advisor for the final three years (just prior to application to the professional program and until they complete the program). These advisors, School of Education faculty members, continually make students aware of the requirements.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.76-90; the Curriculum Mapping Project Bulletin Board; USCS School of Education Student Handbook, pp.16-44; student files stored in the Freshman Center and School of Education Office and School of Education Degree program advising sheets and suggested schedule. Check syllabi for SEDF 210 and 321. Both of these courses address program requirements.

EVIDENCE INDICATOR #4: The teacher education curriculum is available and described to appropriate personnel in the schools who are involved in the school-institution relationships.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The teacher education curriculum at USCS is available and described to appropriate personnel in the schools who are involved in the school-institution relationships. The School of Education Advisory Committee meets periodically to review the curriculum. The Coordinator of Field Experiences distributes the USCS School of Education Field Experiences Handbook to the public schools.

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog; the Curriculum Mapping Project Bulletin Board; USCS School of Education Faculty and Program Manual, p.36; USCS School of Education Policy Manual, p.3-1; the USCS School of Education Field Experiences Handbook; and School of Education Advisory Committee minutes. Contact: Dr. Karen Robertson, Acting Dean of the School of Education and Dr. Tom Davis, Director of Field Experiences.

STANDARD IX: The teacher education faculty shall model in their teaching those methods which they espouse.

EVIDENCE INDICATOR #1: Teacher education students are exposed to various teaching methods in the courses and practica that they take in the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The faculty of the School of Education use a variety of teaching methods. The faculty recognizes that individual faculty members feel more comfortable with certain teaching strategies. The faculty, through collaborative planning, tries to ensure that the teacher education program exposes students to a variety of teaching methods. A survey of faculty and senior students indicates that students view and/or experience a wide variety of teaching techniques during their courses and practica experiences. The USCS School of Education student evaluation of courses and instructors includes a question which asks students to judge whether or not the faculty act as models of good teaching. The summary of this item indicates that students, with a few exceptions, view the faculty as effective models for future teachers.

SOURCES FOR VERIFICATION: Syllabi; Fall, 1990 Survey of teaching techniques, classroom observations, and student evaluations of courses and instructors. Contact: Dr. Karen Robertson, Acting Dean for the School of Education .

EVIDENCE INDICATOR #2: All faculty in the professional education program utilize methods in addition to the lecture in their own teaching.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Every faculty member who teaches in the School of Education uses at least two teaching techniques, other than lecture. Most use a wide variety of teaching techniques.

SOURCES FOR VERIFICATION: Fall, 1990 survey of teaching techniques, classroom observations, and student evaluations of courses and instructors. Contact: Dr. Karen Robertson, Acting Dean of the School of Education.

STANDARD X: A process of evaluation of individual programs and of the total program shall be in evidence. The process shall include provisions for a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objects.

EVIDENCE INDICATOR #1: Evaluation is made annually of the teacher education program as a whole and a written account of the results is available.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Evaluations are made each semester of the Teacher Education Program and written accounts of the results are available. At the end of each directed teaching experience, the cooperating teachers evaluate the USCS Teacher Education Program, the university supervisors, and the student teachers. The student teachers also evaluate the university supervisors and the USCS Teacher Education Program. These evaluations are reviewed by the Coordinator of Field Experiences and the Dean. They are also made available to the University Supervisor and become part of their Promotion and Tenure file.

SOURCES FOR VERIFICATION: See the USCS School of Education Policy Manual, p. 2-1; Report on Licensing and Certification Examination Scores, June 1991; and the USCS School of Education Field Experiences Handbook, pp. 15-17, Appendixes A through H. See annual summary report involving the evaluation of the teacher education program at USCS. Contact: Dr. Tom Davis, Coordinator of Field Experiences and Dr. Karen Robertson, Acting Dean of the USCS School of Education.

EVIDENCE INDICATOR #2: Each area of specialization (i.e., English, Math, Elementary, Science, etc.) in the teacher education program is reviewed and evaluated on a regular basis.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Each area of specialization (i.e., English, Math, Elementary, Science, etc.) in the teacher education program is reviewed and evaluated on a regular basis. At the end of each directed teaching

experience the cooperating teachers evaluate the USCS Teacher Education Program, the university supervisors, and the student teachers. The student teachers also evaluate the university supervisors and the USCS Teacher Education Program at the end of their experiences. These evaluations are reviewed by the Coordinator of Field Experiences and the Dean. They are also made available to the University Supervisor and become part of their Promotion and Tenure file. The School also conducts a five-year survey of teacher education graduates to collect information about the effectiveness of the program. A final report is written, distributed to faculty members and is discussed at faculty members for curriculum improvement. The Director of Assessment at USCS conducts a periodic evaluation of all USCS graduates. USCS students are surveyed with the Assessments of Performance in Teaching. "Survey of Graduates" and results are made available to School of Education. This survey has been conducted during 1987, 1988, and 1989.

SOURCES FOR VERIFICATION: See the USCS School of Education Policy Manual, Sections 2-1 and 2-2 and Assessment of the Major - USCS Assessment Committee. See directed teaching annual evaluation report from Dr. Tom Davis, Director of Field Experiences, annual report of standardized test results of teacher education students, and results of School of Education five-year survey of graduates from Dr. Karen Robertson, Acting Dean of the USCS School of Education. Contact: The Director of Assessment at USCS.

EVIDENCE INDICATOR #3: Criteria for the program evaluation process include assessment of student performance or achievement as a basis for identifying program strengths and weaknesses.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: As identified in the USCS School of Education Policy Manual and Field Experiences Manual the criteria for the program evaluation process include assessment of student performance or achievement as a basis for identifying program strengths and weaknesses. The teacher education program is evaluated at the end of each directed teaching experience. The cooperating teachers evaluate the USCS Teacher Education Program, the university supervisors, and the student teachers. The university supervisors, cooperating teachers, and sometimes the student teachers themselves, complete a formative and summative evaluation of the student teacher. These evaluation forms are correlated with the School of Education Objectives. The student teachers also evaluate the university supervisors and the USCS Teacher Education Program at the end of their experiences. These evaluations are reviewed by the Coordinator of Field Experiences and the Dean. They are also made available to the University Supervisor and become part of their Promotion and Tenure file and peer review process. The School also conducts a five-year survey of teacher education graduates to collect information about the effectiveness of the program. A final report is written, distributed to faculty members and is discussed at faculty meetings for curriculum improvement. Beyond this feedback, the school monitors feedback gained through other standardized measures such as: the NTE Specialty Area examinations, the Professional Knowledge Examination (PKE) of the NTE Core Battery, the EEE exam, and Assessments of Performance in Teaching (APT) measure of performance.

SOURCES FOR VERIFICATION: See the USCS School of Education Policy Manual, p.2-1 and the USCS School of Education Field Experiences Handbook. See directed

teaching annual summary report and APT results from Dr. Tom Davis, Director of Field Experiences and results of School of Education five-year survey of graduates and EEE and NTE annual results report from Dr. Karen Robertson, Acting Dean of USCS School of Education. This information can also be found in the student files housed in the School of Education.

EVIDENCE INDICATOR #4: Criteria for assessing students for program effectiveness are compatible with program objectives. (Refer to Section A, Standards II and III.)

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The criteria for assessing students for program effectiveness are compatible with program objectives.

SOURCES FOR VERIFICATION: See the goals and objectives of the teacher education program in the USCS School of Education Faculty and Program Manual, pp.6-13, and the USCS School of Education Field Experiences Manual, Appendixes A through H, to see that all evaluation forms are correlated with the School of Education Curriculum Mapping Project. See directed teaching semester evaluation materials and APT results from Dr. Tom Davis, Director of Field Experiences and results of School of Education five-year survey of graduates and EEE and NTE annual results from Dr. Karen Robertson, Acting Dean of the School of Education. This information can also be found in the student files housed in the School of Education.

EVIDENCE INDICATOR #5: The program evaluation process includes assessment of graduates of the program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The program evaluation process of the Teacher Education Program at USCS, includes assessment of graduates of the program every five years. Graduates are surveyed as to the effectiveness of the program. This information is compiled, made available to all School of Education faculty, is discussed at faculty meetings and is used in the decision-making process for program evaluation and development.

SOURCES FOR VERIFICATION: USCS School of Education Policy Manual, pp.2-3, and USCS School of Education Student Handbook, p. 64. For results of School of Education annual and five-year survey of graduates, contact Dr. Karen Robertson, Acting Dean of the USCS School of Education.

STANDARD XI: A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

EVIDENCE INDICATOR #1: Responsibility for verification of successful completion of the program by a student rests with a single administrative unit or individual at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Dean of the School of Education has the responsibility for verification of successful completion of the program by teacher education students at USCS in consultation with the student's program advisor.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.71. Also see the USCS School of Education Policy Manual, p.7-1 and the USCS School of Education Faculty and Program Manual, Appendix B, which contains the organizational chart of the School which verifies this responsibility.

EVIDENCE INDICATOR #2: That unit or individual is identified in a formal document that is disseminated to all personnel with a need to know.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Dean of the School of Education is identified for this responsibility through the USCS Catalog and the USCS School of Education Faculty and Program Manual which is disseminated to all School faculty and to the Deans of the other academic schools on campus.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, p.71. Also see the USCS School of Education Policy Manual, p.7-1, and the USCS School of Education Faculty and Program Manual, Appendix B, which contains the organizational chart of the School which verifies this responsibility.

Section I was written by Dr. Ed Donovan, School of Education.

J. GENERAL EDUCATION

STANDARD I: There shall be evidence of a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education experiences and the teacher education faculty to assure that the goals of the general education standards for teacher education programs are achieved.

EVIDENCE INDICATOR #1: The institution's general education curriculum reflects the goals and objectives of the teacher education program. (Refer to Section A, Standards II and III.)

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The General Education curriculum reflects the School of Education's desire to educate prospective teachers in the knowledge, skills, and understandings associated with communication, mathematics, arts and humanities, social and behavioral sciences, natural sciences foreign culture, computer studies, and the integration of knowledge from all relevant disciplines.

SOURCES FOR VERIFICATION: General Education requirements are listed in the USCS 1991-93 Catalog, pp.57-59 and USCS School of Education Faculty and Program Manual, pp.3-4. Persons to contact: Dr. Sharon Hahs, Dean of School of Humanities & Sciences.

EVIDENCE INDICATOR #2: There is evidence of cooperation and close coordination of effort through an identified and described process between the teacher education program and other academic disciplines with regard to the development of the general education curriculum.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Executive Academic Affairs Committee in conjunction with the Faculty Senate is the chief committee to monitor the academic program(s). Faculty from all schools are represented on this committee and in the Senate. Also the School of Education Assessment and Liaison Committee helps to assure collegiality and articulation of programs between the School of Education and the School of Humanities and Sciences.

SOURCES FOR VERIFICATION: USCS Faculty Manual, pp.2-6 through 2-10 and USCS School of Education Faculty and Program Manual, p.37. Person to contact: Dr. Karen Robertson, Acting Dean of School of Education.

STANDARD II: The general education program shall require study to develop the process skills of analysis, synthesis, and evaluation essential to understanding intellectual ideas and principles and to develop an appreciation of the arts.

EVIDENCE INDICATOR #1: Required courses in the general education component provides students with a basic competence in the process skills of analysis, synthesis, and evaluation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The primary intent of the General Education program is to assure that students learn through exposure to a variety of scientific and humanities concerns, and through the development of their abilities to analyze, synthesize, and evaluate ideas and information. This is a primary goal of both the liberal arts and the professional programs.

SOURCES FOR VERIFICATION: USCS 1991-93 Catalog, pp.57-59. All syllabi in the General Education program. Any faculty member who teaches these courses. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

EVIDENCE INDICATOR #2: The process skills of analysis, synthesis, and evaluation are specifically stated, defined, described or accounted for in course syllabi, curriculum descriptions, program objectives, or similar written documents at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The higher order cognitive skills are at the heart of the General Education component of teacher training. Virtually all of the required courses emphasize these skills--they are taught, tested for, and otherwise emphasized in the respective courses.

SOURCES FOR VERIFICATION: See course descriptions on pp.57-59 of the USCS 1991-93 Catalog and syllabi for all courses in the General Education program. Interview faculty members who teach these courses. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

EVIDENCE INDICATOR #3: The general education curriculum for education majors requires those skills essential to the understanding of intellectual ideas and principles.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The study of the natural and social sciences, English and its literature, Speech, and mathematics all emphasize higher order cognitive skills. These courses are required in the General Education curriculum.

SOURCES FOR VERIFICATION: Please see pp.57-59 in the General Education Section of the USCS 1991-93 Catalog. Also see Degree Program Sheets. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

EVIDENCE INDICATOR #4: There is written evidence of the institution's commitment in its general education curriculum to provide its students with those understandings and intellectual concepts essential to develop an appreciation of the arts.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All programs in education require that students must successfully complete courses in English literature, art, and music appreciation and history.

SOURCES FOR VERIFICATION: Found in the USCS 1991-93 Catalog, p.58. Also see USCS School of Education Faculty and Program Manual, pp.3-4. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

STANDARD III: The general education program shall require study to develop competence in written and oral communication skills.

EVIDENCE INDICATOR #1: Requirements in the general education component provides study in writing and speaking.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Requirements in the General Education component provide numerous experiences and in-depth study in writing and speaking. All teacher education programs require at least two courses in basic English writing/composition skills, and at least one course in public speaking.

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog, pp.57 & 58. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

EVIDENCE INDICATOR #2: The applicable requirements identified above are designed to assure competence in communication skills as a specific objective or purpose of the program and are so described or stated in writing.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Both the goal/mission statement of the university and the goals and objectives of the School of Education indicate that students will take courses and otherwise undergo experiences which foster competencies in both oral and written communication skills.

SOURCES FOR VERIFICATION: See Course Description Section in the USCS 1991-93 Catalog, p. 1, Goals and Objectives USCS School of Education Faculty and Program Manual, pp.6-14. More specifically, indicated in the course descriptions of English 101 and 102 and in Theater 140 are assurances that students will acquire skills in oral and written communication. Also see USCS School of Education Student Handbook, pp. 4 & 5. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

STANDARD IV: The general education program shall require study to develop an understanding of and the ability to use basic mathematical properties, processes, and symbols.

EVIDENCE INDICATOR #1: Requirements in the general education curriculum provide study of basic mathematical properties, processes, and symbols.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All education majors are required to complete SMTH 120 or SMTH 301 and 302 courses designed to insure that students study basic mathematics theory and problem-solving applications.

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog, p.58. Read Syllabus for Math 120 and SMTH 301 & 302. Persons to contact: Dr. Dan Cooke, School of Mathematics & Computer Sciences; Dr. M. B. Ulmer, School of Mathematics & Computer Sciences; and Dr. Jimmie Gilbert, School of Mathematics & Computer Sciences; Ms. Linda Cooke, School of Mathematics and Computer Sciences.

EVIDENCE INDICATOR #2: The requirements identified above are designed to assure understanding and ability to use basic mathematical properties, processes, and symbols as a specific purpose or objective of the program and are so stated or described in writing.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All students are required to have a knowledge of problem solving in the areas of principal, interest, motion, area, volume and rate. They are also required to construct, read and interpret graphs, and to be able to understand elementary statistics.

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog, p. 58. Course syllabi for Math 120, 301 & 302 indicate that the students are required to show minimum proficiency in the understanding and use of mathematics and problem solving. Persons to contact: Dr. Dan Cooke, School of Mathematics & Computer Sciences; Dr. M. B. Ulmer, School of Mathematics & Computer Sciences; Dr. Jimmie Gilbert, School of Mathematics & Computer Sciences; Ms. Linda Cooke, School of Mathematics and Computer Sciences.

STANDARD V: The general education program shall require study of the historical and cultural values, customs and social institutions of both western and nonwestern cultures and both minority and majority cultures in our own society integrating this study where possible.

EVIDENCE INDICATOR #1: Requirements in the general education curriculum provide basic knowledge and understanding of history, diverse cultures, and related social sciences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The General Education requirements for all education majors include courses in social and behavioral sciences. All students are required to take at least one course in history, American government, and foreign culture.

SOURCES FOR VERIFICATION: USCS 1991-93 Catalog, p.58. Person to contact: Dr. Ed Babin, Division Chair of Social & Behavioral Sciences.

EVIDENCE INDICATOR #2: The requirements identified above are designed to assure basic intellectual competence in the social sciences as a specific purpose or objective of the program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The articulated goals and objectives of the University assure basic understanding in the social and behavioral sciences.

SOURCES FOR VERIFICATION: These are listed in the USCS 1991-93 Catalog, p.58. Person to contact: Dr. Ed Babin, Division Chair of Social & Behavioral Sciences.

EVIDENCE INDICATOR #3: The requirements include studies of both western and nonwestern cultures that will provide background and knowledge for future teachers at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All students are required to take courses in both western and non-western cultures.

SOURCES FOR VERIFICATION: USCS 1991-93 Catalog. Person to contact: Dr. Ed Babin, Division Chair of Social & Behavior Sciences.

EVIDENCE INDICATOR #4: They include study of both minority and majority cultures in American society which will provide background and understanding for future teachers at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Students are required to successfully complete courses in American national government, the geography of the USA, and courses in Sociology and/or Psychology--all of which study minority and majority cultures.

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog, p.58. Syllabi and Textbooks for SPSY 101, SHST 111, SSOC 101. Person to contact: Dr. Ed Babin, Division Chair of Social & Behavior Sciences.

STANDARD VI: The general education program shall require study to develop an understanding of and the ability to use basic principles of life science and physical science.

EVIDENCE INDICATOR #1: Requirements in the general education curriculum provide study of the basic principles of biological science.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All education majors are required to complete at least one course in biology with an accompanying laboratory.

SOURCES FOR VERIFICATION: USCS 1991-93 Catalog, pp. 58, 76-90 . Person to contact: Dr. George Labanick, Division Chair of Natural Sciences.

EVIDENCE INDICATOR #2: Requirements in the general education curriculum provide study of the basic principles of physical science.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All education majors are required to complete at least one course in a Physical Science with a laboratory.

SOURCES FOR VERIFICATION: USCS 1991-93 Catalog, pp. 58, 76-90. Person to contact: Dr. George Labanick, Division Chair of Natural Sciences.

EVIDENCE INDICATOR #3: Application of the above requirements is provided in a laboratory setting.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All education majors are required to take both a Biological and a Physical Science with an accompanying lab for each.

SOURCES FOR VERIFICATION: See USCS 1991-93 Catalog. Person to contact: Dr. George Labanick, Division Chair of Natural Sciences.

STANDARD VII: The general education program shall require the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and social sciences.

EVIDENCE INDICATOR #1: The general education curriculum requires study and application of modes of inquiry (e.g., oral interviews, bibliographic research, survey techniques, stimulus/response patterns, scientific observation, technological recording).

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Virtually all required courses in the natural, social, and behavioral sciences, mathematics, and English require the student to locate relevant information, analyze and interpret its meaning, and draw logical conclusions from it. A host of modes of acceptable inquiry are used in this process.

SOURCES FOR VERIFICATION: Read Syllabi from required English courses, and see "USCS Mission Statement" in the USCS 1991-93 Catalog, pp.1, 57-60. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

EVIDENCE INDICATOR #2: The above requirements are specifically described or accounted for in existing documents, such as course syllabi, course outlines, and catalog descriptions.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Following syllabi are required for all courses:

Biology 101, 102, 110
Computer Science 130, 131, 140
SCDC 120
SGDL 101 & 102
SGEG 121

SMTH 120, 121, 125, 201, 301, & 302
SMUS 110
SPHS 101 & 101L
SPHY 101
SSOC 101

SOURCES FOR VERIFICATION: See any or all course syllabi for required courses in the General Education Curriculum, USCS 1991-93 Catalog, pp.134-193. Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

EVIDENCE INDICATOR #3: There is evidence that students are taught modes of inquiry applicable to the study and appreciation of the disciplines in arts, humanities, natural sciences, and social sciences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All students are required to undergo a variety of acceptable modes of inquiry in the various scientific, artistic, humanities, and other courses required in the General Education Program.

SOURCES FOR VERIFICATION: See course syllabi from any and all courses required in the General Education Program, USCS 1991-93 Catalog, pp. 134-193 . Person to contact: Dr. Sharon Hahs, Dean of the School of Humanities and Sciences.

Section J was written by Dr. Tom Hawkins, School of Education.

K. PROFESSIONAL EDUCATION

STANDARD I: The program shall require experiences to develop knowledge, skills, and attitudes in the prospective teacher which will enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.

EVIDENCE INDICATOR #1: The teacher education program provides its students with study of the knowledge and skills needed to assist their own students in building self-esteem and confidence.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SHED 221, SEDC 120, SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 128, SHED 331, SHED 400
- C. Experiences meeting this indicator for Early Childhood Education:
SMUE 454, SEDE 448, SEDE 322, SEGL 484, SEDR 414,
SEDE 447, SEDF 334, SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SMUE 454, SEDL 448, SEDL 447, SEDL 441, SEGL 484,
SEDR 414, SEDF 334, SPED 315, SHED 331
- E. Experiences meeting this indicator for Secondary Education:
SEDS 445-448, SEDS 441, SEDS 460, SEDF 334

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #2: Specific written requirements and products exist in the professional education component which provide the above skills and knowledge (e.g., bulletin boards, displays, projects).

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENT: See Standard I, Indicator 1.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: Students are given practical application during field experiences of these skills and abilities in addition to basic instruction in their theory and process.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SHED 331, SHED 400
- C. Experiences meeting this indicator for Early Childhood Education:
SEDF 333, SEDF 334, SEDF 486, SHED 331, SEDE 469,
SEDR 414
- D. Experiences meeting this indicator for Elementary Education:
SEDL 410, SEDL 470, SEDF 333, SEDF 334, SEDF 486,
SHED 331, SEDR 414
- E. Experiences meeting this indicator for Secondary Education:
SEDS 410, SEDS 473-481, SEDF 333, SEDF 334, SEDF 486

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #4: The teacher education program provides its students with an awareness of differing economic, social, racial, ethnic, and religious groups and the implications for teaching students of diverse backgrounds.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SHED 221, SEDF 210, SEDC 120
- B. Experiences meeting this indicator for Physical Education:
SHED 331, SHED 400
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 322, SEDR 414, SEDR 416, SEDE 445, SEGL 484,
SAED 329, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDL 445, SEGL 484, SAED 329,
SEDF 321, SEDL 441, SEDL 447, SHED 331
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 441, SEDS 445-448, SEDS 460, SEDF 321

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #5: Specific requirements and products may be identified which provide the above skills.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard I, Indicator 4.

SOURCES FOR VERIFICATION: Syllabi of courses listed above, interviews with faculty and Multicultural products. (See file folder in School of Education Office).

STANDARD II: The program shall require study of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

EVIDENCE INDICATOR #1: The teacher education curriculum provides its students with basic knowledge and understanding of the principles of life-long human growth and development.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SHED 221
- B. Experiences meeting this indicator for Physical Education:
SHED 331, SPSY 302
- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 414, SEDR 416, SEDE 322, SEDF 333, SEDF 334,
SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDL 441, SEDR 414, SEDR 416, SEDF 333, SEDF 334,
SHED 331
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDF 333, SEDF 334, SEDS 441

SOURCES FOR VERIFICATION: Syllabi of courses listed above, interviews with faculty and Degree Progress Sheets.

EVIDENCE INDICATOR #2: Specific requirements and products may be identified in the program whose purposes, content, or objectives are designed to provide the above.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard II, Indicator 1.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: Students are provided with a working knowledge of teaching/learning theories in professional education courses.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 350, SPED 360, SPED 201,
SPED 479, SHED 331
- C. Experiences meeting this indicator for Early Childhood Education:
SEDF 333, SEDR 414, SEDR 416, SEDE 445, SEDE 446,
SEDE 400, SEDF 334, SEDL 448, SMUE 454, SAED 329,
SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDF 333, SEDR 414, SEDR 416, SEDL 445, SEDL 446,
SEDF 334, SEDL 400, SEDL 448, SMUE 454, SAED 329,
SPED 315, SHED 331
- E. Experiences meeting this indicator for Secondary Education:
SEDF 333, SEDR 418, SEDS 441, SEDF 334, SEDS 400, SEDS 460,
SEDS 445-448

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #4: Specific courses or experiences provide students with the ability to apply teaching/learning theory to the physical, social, intellectual, and emotional development of their respective students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 330, SPED 350, SPED 360,
SHED 331, SPED 201, SPED 479
- C. Experiences meeting this indicator for Early Childhood Education:
SEDF 333, SEDR 414, SEDR 416, SEDE 322, SEDE 446,
SEDF 334, SEDF 448, SMUE 454, SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDL 446, SEDF 334, SEDL 441,
SEDL 448, SMUE 454. SPED 315, SHED 331

- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 410, SEDS 445-448, SEDS 441, SEDS 473-481

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

STANDARD III: The program shall require study of research about teacher characteristics and behaviors as they affect the learner.

EVIDENCE INDICATOR #1: The professional education curriculum includes the study of effective and efficient teacher characteristics or behaviors.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 210, SEDC 120
- B. Experiences meeting this indicator for Physical Educations:
SPED 315, SPED 360, SPED 479, SHED 331, SPED 201
- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 414, SEDE 322, SEDE 445, SEDF 334, SAED 329,
SEDC 400, SEDE 448, SMUE 454, SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDL 445, SEDF 334, SAED 329, SEDC 329,
SEDC 120, SEDC 400, SEDL 441, SEDL 447, SEDL 448,
SMEU 454, SPED 315, SHED 331
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 460, SEDS 445-448, SEDS 441, SEDS 410,
SEDF 334, SEDS 400

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #2: Specific requirements and products include study in the above.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard III, Indicator 1.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: Students are taught the effect of teacher behavior on their respective students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SHED 331, SPED 201, SPED 320, SPED 360
- C. Experiences meeting this indicator for Early Childhood Education:
SEDF 333, SEDE 447, SEDR 414, SEDR 416, SEDE 445,
SEGL 484, SEDE 446, SEDF 334, SAED 329, SEDL 448,
SMUE 454, SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDF 233, SEDR 414, SEDR 416, SEDL 445, SEGL 484,
SEDL 446, SEDF 321, SEDF 334, SHED 331, SEDL 441,
SEDL 447, SEDL 448, SMUE 454, SPED 315, SAED 329
- E. Experiences meeting this indicator for Secondary Education:
SEDF 333, SEDF 334, SEDR 418, SEDS 460, SEDS 445-448,
SEDS 441, SEDS 410, SEDF 321, SEDF 334

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

STANDARD IV: The program shall require study of the communication processes and skills for use between the teacher and pupil and between the teacher and others.

EVIDENCE INDICATOR #1: The teacher education program requires that students learn communication processes and skills that are most effective between the teacher and pupil and the teacher and parents, taking into account differing backgrounds, work schedules, and family structures.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 485
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SHED 331, SPED 320, SPED 360
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 447, SEDR 414, SEDR 416, SEDE 322, SEDF 334,
SEDE 400, SEDE 448, SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDF 334, SEDC 322, SEDL 414,
SEDL 447, SEDL 448, SPED 315, SHED 331

- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 410, SEDS 460, SEDS 445-448, SEDS 441,
SEDS 400

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #2: The above are identified in course requirements and products.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard IV Indicator 1.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: The above skills are provided as skills in the professional education component rather than the general education curriculum (e.g., basic English or communication courses).

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard IV Indicator 2.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Degree Program Sheets for all programs.

STANDARD V: The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

EVIDENCE INDICATOR #1: The teacher education program provides study of techniques for diagnosing student abilities.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 320, SPED 350, SPED 360, SPED 545, SPED 330,
SPED 315, SPED 462
- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 414, SEDR 416, SEDE 445, SEDE 322, SEDF 334,
SEDE 448, SEDE 446

- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDL 445, SEDF 334, SEDL 441,
SEDL 448, SEDE 446
- E. Experiences meeting this indicator for Secondary Education:
SEDS 441, SEDS 460, SEDS 445-448, SEDF 334,
SEDR 418

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #2: Students are required to design appropriate instructional programs for pupils, based on earlier diagnosis of ability.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 330, SPED 350, SPED 360,
SPED 562
- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 414, SEDR 416, SEDE 445, SEDC 400, SEDE 441,
SEDE 448, SPED 315, SEDE 446
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDL 445, SEDL 400, SEDL 441,
SEDL 448, SPED 315, SEDL 446
- E. Experiences meeting this indicator for Secondary Education:
SEDS 441, SEDS 460, SEDS 445-448, SEDS 400,
SEDR 418, SEDS 473-481.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: Specific requirements provide teacher education students with a working knowledge of diagnostic/prescriptive principles and practices.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 545, SEDR 418, SPED 562

- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 414, SEDR 416, SEDE 448
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDL 441, SEDL 448
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 460, SEDS 445-448, SEDS 441, SEDF 341

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #4: Instruction in diagnostic/prescriptive teaching techniques includes practical application and experience in real or simulated situations.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 562, SEDR 418, SPED 562
- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 414, SEDR 416, SEDE 448, SEDE 479, SEDL 446
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416, SEDL 410, SEDL 441, SEDL 448,
SEDL 470
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 473-481, SEDS 410

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #5: The instruction in diagnostic/prescriptive teaching requires the design of instructional programs for exceptional children in the least restrictive environment.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 562

- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 448, SMUE 454, SEDF 341
- D. Experiences meeting this indicator for Elementary Education:
SEDL 448, SMUE 454, SEDF 341
- E. Experiences meeting this indicator for Secondary Education:
SEDS 460, SEDS 445-448, SEDF 341

SOURCES FOR VERIFICATION: Syllabi of courses listed above, interviews with faculty and Degree Progress Sheets.

EVIDENCE INDICATOR #6: The program provides study of the principles of measurement and evaluation, including the purposes of testing, types of tests, validity, reliability, and interpretation of norm-referenced and criterion-referenced standardized test results.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDC 120
- B. Experiences meeting this indicator for Physical Education:
SPED 545, SEDR 418
- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 416, SEDF 334, SEDF 486
- D. Experiences meeting this indicator for Elementary Education:
SEDR 416, SEDF 334, SEDF 486
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 460, SEDS 441, SEDF 334, SEDF 486

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS 1991-93 Catalog, pp. 76-90, 155 and 183.

EVIDENCE INDICATOR #7: The program provides students with the knowledge and skills needed for constructing and analyzing teacher-made tests.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDC 120
- B. Experiences meeting this indicator for Physical Education:
SPED 545, SEDR 418

- C. Experiences meeting this indicator for Early Childhood Education:
SEDR 416, SEDF 334, SEDF 486
- D. Experiences meeting this indicator for Elementary Education:
SEDR 416, SEDF 334, SEDF 486
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418, SEDS 460, SEDF 334, SEDF 486

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

STANDARD VI: The program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

EVIDENCE INDICATOR #1: The program provides study in general methods and techniques applicable to the particular field of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 201, SPED 315, SPED 320, SPED 330, SPED 400, 402,
SPED 360
- C. Experiences meeting this indicator for Early Childhood Education:
SAED 329, SEDE 448, SEDL 441, SEDL 447, SEDE 400,
SEDE 446, SEDE 445, SEDE 447, SPED 315, SHED 331,
SMUE 454, SEDR 414
- D. Experiences meeting this indicator for Elementary Education:
SAED 329, SEDL 448, SEDL 400, SEDL 446, SEDL 445,
SEDL 447, SPED 315, SHED 331, SMUE 454, SEDR 414
- E. Experiences meeting this indicator for Secondary Education:
SEDS 400, SEDS 460, SEDS 445-448, SEDS 410, SEDR 418,
SEDS 473-481

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #2: Application of the above is provided in a clinical setting.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A

- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 360, SPED 350, SHED 331,
SPED 330
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 448, SEDE 445, SHED 331, SEDR 416, SEDL 410,
SPED 315, SEDR 414, SEDE 446, SEDE 447
- D. Experiences meeting this indicator for Elementary Education:
SEDL 448, SHED 331, SEDR 416, SEDL 410, SPED 315,
SEDR 414
- E. Experiences meeting this indicator for Secondary Education:
SEDS 410, SEDS 473-481, SEDR 418

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

STANDARD VII: The program shall require study of methods of teaching reading in the prospective teacher's area(s) of specialization.

EVIDENCE INDICATOR #1: The professional education component for all students requires study in the methods of teaching reading in the teacher's area of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SEDR 418
- C. Experiences meeting this indicator for Early Childhood Education:
SEDF 445, SEDR 414, SEDR 416, SEDE 448
- D. Experiences meeting this indicator for Elementary Education:
SEDL 445, SEDR 414, SEDR 416, SEDE 448
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS 1991-93 Catalog, p.155 and Degree Progress Sheets.

EVIDENCE INDICATOR #2: The study of the skills of teaching reading includes clinical experiences in each student's content area.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SEDR 418
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 445, SEDR 416, SEDR 414
- D. Experiences meeting this indicator for Elementary Education:
SEDR 414, SEDR 416
- E. Experiences meeting this indicator for Secondary Education:
SEDR 418

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS 1991-93 Catalog, p.155.

STANDARD VIII: The program shall require study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

EVIDENCE INDICATOR #1: The professional education component includes instruction and training in both theory and models or techniques in classroom management.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs.
SEDF 485, SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 330, SPED 350, SPED 360,
SHED 331
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 448, SHED 331, SPED 315
- D. Experiences meeting this indicator for Elementary Education:
SEDL 448, SEDL 441, SHED 331, SPED 315
- E. Experiences meeting this indicator for Secondary Education:
SEDS 445-448, SEDS 460

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS 1991-93 Catalog, pp.76-90.

EVIDENCE INDICATOR #2: The skills of classroom management are included as an integral part of the professional education component, either in a separately designed course or as separate but substantial components of more than one course.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard VIII, Indicator 1.A.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS 1991-93 Catalog, p.155.

EVIDENCE INDICATOR #3: The program in classroom management includes the ability and skills for effective management of individual, small, and large groups under varying conditions.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 485, SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 360, SPED 479, SPED 330,
SPED 350, SHED 331, SHED 400
- C. Experiences meeting this indicator for Early Childhood Education:
SAED 329, SEDE 448, SEDE 446, SEDE 445, SHED 331,
SEDR 416, SEDR 414, SPED 315
- D. Experiences meeting this indicator for Elementary Education:
SAED 329, SEDL 448, SEDL 441, SEDL 446, SHED 331,
SEDR 416, SEDR 414, SPED 315
- E. Experiences meeting this indicator for Secondary Education:
SEDS 460, SEDS 445-48

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see Course Textbook for SEDF 485.

EVIDENCE INDICATOR #4: Students are provided practical application of classroom management techniques, in either real or simulated situations during more than one semester prior to student teaching, in addition to basic instruction in theory and principle.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 485, SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 360, SPED 330, SPED 553,
SHED 331, SHED 400

- C. Experiences meeting this indicator for Early Childhood Education:
SMUE 454, SEDE 448, SAED 329, SEDE 445, SHED 331,
SPED 315, SEDE 446, SEDE 447, SEDE 445, SEDR 414
- D. Experiences meeting this indicator for Elementary Education:
SMUE 454, SEDL 410, SHED 331, SPED 315, SEDR 414,
SEDL 441
- E. Experiences meeting this indicator for Secondary Education:
SEDS 410, SEDS 473-481, SEDS 460, SEDS 445-448

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS School of Education Field Experiences Handbook.

STANDARD IX: The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

EVIDENCE INDICATOR #1: A structured program of observing and analyzing different teaching models is part of the professional curriculum for teacher education students.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 330, SPED 360, SPED 553,
SPED 479, SPED 331, SHED 400
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 448, SPED 315, SHED 331
- D. Experiences meeting this indicator for Elementary Education:
SEDL 448, SEDL 441, SEDL 447, SPED 315, SHED 331,
SEDL 410, SEDL 446
- E. Experiences meeting this indicator for Secondary Education:
SEDS 410, SEDS 445-448, SEDS 473-81, SEDS 410, SEDS 460

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #2: The program of observation and analysis of teaching styles is stated or described in written documents.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: See Standard IX, Indicator 1.

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: The program includes experiences or instructional components designed to help students assess their own teaching effectiveness and professional growth needs.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
N/A
- B. Experiences meeting this indicator for Physical Education:
SPED 315, SPED 320, SPED 360, SPED 330, SPED 553,
SHED 331
- C. Experiences meeting this indicator for Early Childhood Education:
SPED 315, SEDE 448, SEDF 334, SAED 329,
SHED 331, SEDR 414, SEDR 416, SEDE 445,446,447
- D. Experiences meeting this indicator for Elementary Education:
SPED 315, SEDL 448, SEDF 334, SEDL 441, SEDL 447,
SAED 329, SHED 331, SEDR 414, SEDR 416
- E. Experiences meeting this indicator for Secondary Education:
SEDS 410, SEDS 441, SEDS 460, SEDS 445-448, SEDS 473-481

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also practica evaluation forms in student records located in the School of Education.

STANDARD X: The program shall require study of the leaders, ideas, and movements underlying the development and organization of education in the United States.

EVIDENCE INDICATOR #1: The professional education curriculum includes instruction in the history of education in the United States.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDF 210
- B. Experiences meeting this indicator for Physical Education:
SPED 553, SPED 101
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 322

D. Experiences meeting this indicator for Elementary Education:
SEDF 321

E. Experiences meeting this indicator for Secondary Education:
SEDF 321, SEDS 441

SOURCES FOR VERIFICATION: Syllabi of courses listed above, interviews with faculty and Degree Progress Sheets.

EVIDENCE INDICATOR #2: The program includes study of the leaders, ideas, and movements in the development and organization of education in the United States.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

A. Experiences meeting this indicator for all programs:
SEDF 210

B. Experiences meeting this indicator for Physical Education:
SPED 101, SPED 553

C. Experiences meeting this indicator for Early Childhood Education:
SEDE 322, SEDE 445

D. Experiences meeting this indicator for Elementary Education:
SEDF 321

E. Experiences meeting this indicator for Secondary Education:
SEDF 321, SEDS 441

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty. Also see USCS 1991-93 Catalog, pp.152-156.

STANDARD XI: A student teaching experience shall provide for intensive and continuous involvement. The length of student teaching must not be fewer than sixty full school days within an academic semester, with semester as defined and utilized by the individual institution for other collegiate practices, unless, for sound educational purposes, specific permission is granted to a particular college by the State Board of Education to have a minimum of sixty full days within the senior year. It may continue until the objectives of the program have been achieved, depending on the performance of the student teacher.

EVIDENCE INDICATOR #1: The student teaching experience consists of at least sixty full days within an academic semester of placement in a public school setting to provide intensive and continuous involvement. In situations involving low-incidence areas of teacher certification, student teachers may be placed in non-public schools which are accredited by the Southern Association of Colleges and Schools.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

Student teaching is a requirement for early childhood, elementary, secondary, and physical education major. Student teaching is a fourteen week experience or a total of 70 full days.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, p.11 and USCS 1991-93 Catalog, pp.153, 154, 156 & 183.

EVIDENCE INDICATOR #2: During the sixty days, student teachers adhere to the daily schedule of the supervising teacher (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, inservice activities, rehearsals).

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

USCS student teachers are expected to participate in all duties assigned to the cooperating teacher such as: "bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, inservice activities, and extracurricular activities..."

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, item 11 on p. 8.

EVIDENCE INDICATOR #3: Assignments of student teachers do not include activities or duties assigned to the supervising teachers for which an additional stipend is received.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

Student teachers at USCS are not expected to participate in duties for which the cooperating teacher receives extra compensation.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, item 11 on pp.7 and 8.

EVIDENCE INDICATOR #4: Any absences during student teaching will be made up to assure sixty full days.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

Student teachers are strongly encouraged not to be absent during the student teaching experience. Arrangements for making up absences are determined on an individual basis. However, it is clearly stated that student teachers must be present for sixty full days.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, p.11.

EVIDENCE INDICATOR #5: Student teachers adhere to the academic calendar of the school district to which they are assigned. School district holidays are not considered in the sixty days requirement.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

Student teachers “adhere to the calendar of the assigned school district as opposed to the calendar of the University.” The fourteen week placement assures that student teachers are in the classroom for sixty full days.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Manual, Item 12 on p.7 and 8.

EVIDENCE INDICATOR #6: Specific permission in writing from the State Board of Education granting an exception is given if the student teaching experience extends to sixty days within the senior year rather than one semester.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

At USCS student teaching placements are complete within the regular fall semester or the regular spring semester.

SOURCES FOR VERIFICATION: Student Teaching Rosters for the past five years.

EVIDENCE INDICATOR #7: Student teachers may not be paid employees in an instructional role during student teaching.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

Student teacher’s “never function as a substitute teacher in the absence of the cooperating teacher.”

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, item 15 on p.7 and 8.

STANDARD XII: Each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The student teacher shall be evaluated using the state-approved evaluation instrument designed to provide feedback and assistance to the student teacher regarding any identified deficiencies. All observers who evaluate the student teacher shall receive reliability training under the state-approved training program.

EVIDENCE INDICATOR #1: At least six classroom observations including follow-up conferences in addition to the state performance assessment shall be conducted by an institutional supervisor.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

University supervisors visit the student teacher at least four times during each placement or a minimum of eight times during the semester.

University supervisors complete two formal evaluations during each of the two placements but conference with the student teacher after each visit. At the conclusion of each placement, the university supervisor is responsible for conducting a three way conference including the university supervisor, the cooperating teacher, and the student teacher. The university supervisor is responsible for coordinating the three APT observations for the student teacher and for conducting an APT Follow-up Conference.

SOURCES FOR VERIFICATION: School of Education Field Experiences Handbook, items 2 on p.8; USCS School of Education Policy Manual, p.5-3.

EVIDENCE INDICATOR #2: Each student teacher is observed by three different observers who have current endorsement to use the South Carolina performance assessment instrument for student teachers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

The student teacher is observed by "... three different individuals endorsed to complete APT observations. . . ."

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp. 15 & 16.

EVIDENCE INDICATOR #3: The responsibility for identification of the three endorsed observers for each student teacher is that of the institution, not the student teacher's.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

It is the responsibility of the university supervisor to schedule APT observations for the student teacher.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp.15 & 16.

EVIDENCE INDICATOR #4: Notification in writing is provided to each student teacher by the institution regarding the appointment of the observers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

The university supervisor schedules three observers for APT evaluations and presents these "to the student teacher in writing on the APT Schedule Sheet."

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp.15 & 16 and “APT Conference Sheets” in the students’ folders.

EVIDENCE INDICATOR #5: The evaluation instrument used by the three observers is the South Carolina performance assessment instrument for student teachers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

The evaluation instrument used by the three observers is the South Carolina performance assessment instrument for student teachers.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, pp.15 & 16.

EVIDENCE INDICATOR #6: Observations sheets with written evidence are available to reflect these three evaluations for each student teacher.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

Observation sheets for each student teacher are collected by the university supervisor.

SOURCES FOR VERIFICATION: “APT Conference Sheets” and evaluation sheets in the students’ folders.

EVIDENCE INDICATOR #7: Student teachers are apprised in writing of their performance on the state instrument, including a written account of strengths and weaknesses.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

The university supervisor is responsible for summarizing performance on the APT lessons using the APT Conference Sheet. This form indicates to the student teacher strengths and weaknesses on all 51 behaviors included on the APT Observation Instrument.

SOURCES FOR VERIFICATION: USCS School of Education Field Experiences Handbook, p.16 and “APT Conference Sheets” in the students’ folders.

EVIDENCE INDICATOR #8: Student teachers who do not attain the minimum standard as established for provisional contract teachers on the state performance assessment instrument are given a written plan for remediation of identified deficiencies.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:

It is the responsibility of the university supervisor “to plan appropriate remedial activities for the student teachers, to specify in writing for the student teacher this plan for remediation”

SOURCES FOR VERIFICATION: “APT Conference Sheets” in the students’ folders.

STANDARD XIII: The program shall require study of skills and strategies to be used in classroom management of computer-assigned instruction.

EVIDENCE INDICATOR #1: The program shall include instruction in the basic operations of a computer.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Experiences meeting this indicator for all programs:
SEDC 120

SOURCES FOR VERIFICATION: Syllabi of course listed above, interviews with faculty and “Degree Progress Sheets”. Also see USCS 1991-93 Catalog, p.152.

EVIDENCE INDICATOR #2: The program shall include instruction in the selection, evaluation, and use of educational software for the student’s area of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDC 120
- B. Experiences meeting this indicator for Physical Education:
N/A
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 446, SEDE 445
- D. Experiences meeting this indicator for Elementary Education:
SEDL 441, SEDL 447, SEDL 445
- E. Experiences meeting this indicator for Secondary Education:
SEDS 445-448, SEDS 460

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #3: The program shall provide students with the knowledge and skills needed for computer-assisted instruction.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDC 120
- B. Experiences meeting this indicator for Physical Education:
N/A
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 400, SEDL 446
- D. Experiences meeting this indicator for Elementary Education:
SEDL 400, SEDL 447, SEDL 441
- E. Experiences meeting this indicator for Secondary Education:
SEDS 445-448, SEDS 460

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

EVIDENCE INDICATOR #4: Students are provided practical application of the instructional use of computers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- A. Experiences meeting this indicator for all programs:
SEDC 120
- B. Experiences meeting this indicator for Physical Education:
SPED 545, SHED 400
- C. Experiences meeting this indicator for Early Childhood Education:
SEDE 446
- D. Experiences meeting this indicator for Elementary Education:
SEDL 446, SEDL 441, SEDL 447
- E. Experiences meeting this indicator for Secondary Education:
SEDS 445-448, SEDS 460

SOURCES FOR VERIFICATION: Syllabi of courses listed above and interviews with faculty.

STANDARD XIV: The program shall require that the speciality area examination and the professional knowledge examination be taken by all students no later than the academic year during which the student is enrolled in student teaching.

EVIDENCE INDICATOR #1: Scores are available on the professional knowledge examination for students having completed student teaching at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:
PKE scores are available in individual student folders and in the Dean's office.

SOURCES FOR VERIFICATION: Students' file folders.

EVIDENCE INDICATOR #2: Scores are available on the speciality area examination for students having completed student teaching at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:
NTE scores are available in individual student folders and in the Dean's office.

SOURCES FOR VERIFICATION: Students' file folders.

EVIDENCE INDICATOR #3: The format of the scores provides an annual account by name, number, date, and discipline as appropriate for students having completed the professional knowledge examination and the speciality area examination at the institution.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:
A summary of PKE and NTE scores is available in the Dean's office.

SOURCES FOR VERIFICATION: Print out of PKE and NTE scores in the School of Education office.

EVIDENCE INDICATOR #4: A correlation of dates, names, and scores indicates that the examinations were taken no later than the academic year during which the student is enrolled in student teaching.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All student must have NTE and PKE scores on file prior to graduation.

SOURCES FOR VERIFICATION: Print out of PKE and NTE scores in the School of Education office and students' folders in the School of Education.

SEDF 210	INTRODUCTION TO EDUCATION	JIM CHARLES CAROL SMITH TOM HAWKINS BRENDA DAVENPORT
SEDF 321	DYNAMICS OF AMERICAN EDUCATION	TOM HAWKINS
SEDF 333	INTRO/CHILD GROWTH & DEVELOPMENT	MARILYN MCWHORTER
SEDF 333L	LAB IN CHILD GROWTH & DEVELOPMENT	
SEDF 334	INTRO/ADOL. GROWTH & DEVELOPMENT	CAROL SMITH TOM HAWKINS
SEDF 334L	LAB ADOL./ADULT GROWTH & DEVELOPMENT	
SEDF 341	EDUCATION PROC/EXCEPT CHILD	STEVE CANNON ANNE SHELLEY
SEDF 486	MEASURE/EVALUATION IN EDUCATION	TOM HAWKINS
SEDC 120	MICROCOMPUTERS IN EDUCATION	ED DONOVAN TOM DAVIS MIM SHELLEN BILL BRUCE
SEDL 400	RESOURCES FOR TEACHING	BECKY GRAY
SEDL 410	ELEMENTARY PRACTICUM	ARLEEN YOUNG
SEDL 441	ELEMENTARY CURRICULUM	BILL BRUCE
SEDL 445	TECH LANG ART ELEM/MID SCHOOL	KAREN ROBERTSON ANNE SHELLEY
SEDL 446	TCH MATH IN ELEM/MID SCHOOL	CINDY KAY
SEDL 447	TCH SOC STU ELEM/MID SCHOOL	BILL BRUCE
SEDL 448	TCH SCI IN ELEM/MID SCHOOL	ED DONOVAN
SEDE 322	SURVEY EARLY CHILDHOOD ED	KAREN ROBERTSON
SEDE 400	RESOURCES TEACHING	BECKY GRAY
SEDE 445	LANG DEVELOP/COMM SKILL	KAREN ROBERTSON
SEDE 446	MATH FOR THE YOUNG CHILD	CINDY KAY
SEDE 448	SCIENCE FOR YOUNG CHILD	ED DONOVAN
SEDS 400	RESOURCES FOR TEACHING	BECKY GRAY
SEDS 410	PRACTICUM SEC. SCH. CURR/INST	JIM CHARLES
SEDS 441	SECONDARY SCHOOL CURRICULUM	JIM CHARLES
SEDS 445	TEACH ENG/SECONDARY SCHOOL	JIM CHARLES
SEDS 446	TEACH MATH/SECONDARY SCHOOL	CINDY KAY
SEDS 447	TECHG SO STUD/SECONDARY SCHOOL	BILL BRUCE
SEDS 448	TEACH SCI/SECONDARY SCHOOL	ED DONOVAN
SEDS 460	SECOND SCH/TEACH METHODS	JIM CHARLES

SEDR 414	READING I	ARLEEN YOUNG ANNE SHELLEY JIM COOK
SEDR 416	READING II	ANNE SHELLEY
SEDR 418	READING/SECONDARY SCHOOL	KAREN ROBERTSON
SEGL 484	CHILDREN'S LITERATURE	
SHED 221	PERSONAL & COMM HEALTH	JOE BOWMAN JAN COOK
SMED 331	HEALTH ED ELEM SCHOOL	JOE BOWMAN
SMUE 454	MUSIC FOR YOUNG CHILDREN	JANICE JANIEC BRYAN LINDSAY
SAED 329	ART FOR ELEM SCHOOL	KATIE HICKS
SPSY 302	DEVELOPMENTAL PSYCHOLOGY	KAREN MACRAE
SHED 400	WELLNESS: DIAGNOSIS AND PRESCH.	JOE BOWMAN
SPED 201	TEACHING OF P.E.	MIM SHELDEN
SPED 315	P.E. FOR ELEMENTARY TEACHERS	MIM SHELDEN SARA AUSTIN JOE BOWMAN
SPED 320	INDIVIDUAL & DUAL SPORTS	MIM SHELDEN
SPED 330	FOLK, SQUARE & SOC DANCE	JOE BOWMAN
SPED 350	GYMNASTICS & TUMBLING	JOE BOWMAN
SPED 360	TEAM SPORTS	MIM SHELDEN
SPED 400	EXERCISE PHYSIOLOGY	
SPED 401	KINESIOLOGY	
SPED 402	BIOMECHANICS	
SPED 545	MEASUREMENT & EVAL. PHYS. ED.	MIM SHELDEN

Section K was written by Dr. Bill Bruce, School of Education.

L. TEACHING MAJORS GENERAL STANDARDS

STANDARD I: The institution shall be responsible for assuring the establishment of a procedure for communicating information among faculty, departments, and students, and for coordinating the various components of the teaching major or specialization requirements for prospective teachers. The institution shall define the role and responsibilities of appropriate personnel for all aspects of the program including advisement, planning, and supervision of the program of study for the student.

EVIDENCE INDICATOR #1: There is a written description of communication procedures among faculty of all departments or units within the institution that offers a teacher education major or specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: There is a diagram of the School of Education organization in the USCS School of Education Faculty and Program Manual. Along with the organizational chart is a written description of each administrator's role and responsibilities.

The USCS School of Education Policy Manual contains job descriptions of each administrator in the School of Education. This same Manual contains a description of the curriculum Development and Revision Process which lists all faculty member involved in curriculum changes in the School of Education.

The School of Education Assessment and Liaison Committee meets to assure articulation of programs between the School of Education and the School of Humanities and Sciences.

SOURCES FOR VERIFICATION: See the USCS School of Education Faculty and Program Manual, Appendix B (organizational chart), USCS School of Education Faculty and Program Manual, page 14 (written job descriptions), USCS School of Education Policy Manual, Section 7 (job descriptions), USCS School of Education Policy Manual, Section 2, page 4 (curriculum development and revision process), USCS School of Education Faculty and Program Manual, page 37 (Assessment and Liaison Committee), USCS Faculty Manual, 2-7 through 2-9, and USCS School of Education Student Handbook, pp.37,39, 61-64.

EVIDENCE INDICATOR #2: Written documentation indicates that faculty involved in teacher education in each department meet to discuss the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Both divisions of the School of Education, the Division of Early Childhood, Elementary, and Secondary Education and the Division of Educational Foundations and Physical Education, meet during School of Education Faculty meetings which are held monthly, or more frequently if needed. Minutes are kept from each meeting.

SOURCES FOR VERIFICATION: See folder labeled School of Education Faculty Meeting Minutes.

EVIDENCE INDICATOR #3: Interviews with faculty and students in each teaching major offered indicate an understanding of the teacher education program requirements.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All programs offered through the School of Education are described in the USCS 1991-93 Catalog. Admission to the Professional Program and Admission to Directed Teaching are also discussed in the USCS 1991-93 Catalog, pp.76-90.

All School of Education Faculty members receive the USCS School of Education Faculty and Program Manual and the USCS School of Education Policy Manual that describe the teacher education requirements. Students are given the USCS School of Education Student Handbook and, for those who are enrolled in the Directed Teaching experience, a copy of the USCS School of Education Field Experiences Handbook. All of these documents, along with the program sheets in each student's permanent file explain the teacher education program requirements.

SOURCES FOR VERIFICATION: See USCS Institutional Self-Study Report 1991 (SACS). Interviews with students and faculty advisors.

STANDARD II: The teaching major or field of specialization shall be based upon statements of program objectives and competency expectations for classroom teaching as related to the public school curriculum. These statements shall reflect an analysis of current theory, research, practices, and recommendations of the professional organizations representing the specialization field found in the public school curriculum.

EVIDENCE INDICATOR #1: Objectives exist in writing for each teaching major or specialization offered in the teacher education program.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS School of Education Student Handbook contain the goals and objectives for each teacher education major. These also appear in the USCS School of Education Faculty and Program Manual.

SOURCES FOR VERIFICATION: See the USCS School of Education Student Handbook, pp.16-43. See also the USCS School of Education Faculty and Program Manual, pp.19-30.

EVIDENCE INDICATOR #2: The objectives for each teaching major are related to the public school curriculum as reflected in curriculum guides of public school districts used for clinical experiences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The objectives for each teacher education major are related to public school curriculum guides. The goals and objectives of the teacher education programs have been revised yearly as part of an on-going curriculum development, assessment, and mapping project.

SOURCES FOR VERIFICATION: See the USCS School of Education Student Handbook, pp.17-43. Also review curriculum guides available in the School of Education Curriculum Resources Center, first floor in the Library Building.

EVIDENCE INDICATOR #3: The objectives for each teaching major include specific competencies expected of graduates in terms of classroom performance as reflected in the South Carolina evaluation instrument used for student teachers in provisional contract teachers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The broad goal statements, reflecting both the philosophy of the USCS School of Education and the NASDTEC accreditation standards, describe in general terms the knowledge-based and skill-based competencies of program graduates. The eighty general objectives for School of Education majors are tied to the curriculum mapping chart and they are written at the learner outcome level. The broad goals and objectives and the program objectives for teacher education majors incorporate teaching skills and professional teaching competencies which are included in the assessment of the performance in teaching instrument.

SOURCES FOR VERIFICATION: See the USCS School of Education Student Handbook, pp.17-43. See also the USCS School of Education Faculty and Program Manual, pp.19-30.

STANDARD III: The teaching major or field of specialization shall require study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills as well as the competency in the methodology needed to teach the study matter.

EVIDENCE INDICATOR #1: Each teaching major requires sufficient course work to assure understanding and knowledge of the content in the field of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Each teaching major requires sufficient course work to assure understanding and knowledge of the content in the teaching major.

a) The Early Childhood program requires 31 hours in the teaching major and is supported by 25 hours in professional education, 8/9 hours of electives, and 63/64 hours of general education.

b) The Elementary Education program requires 27 hours in the teaching major and is supported by 28 hours in professional education, 8/9 hours of electives, and 63/64 hours of general education.

c) The Biology Education program requires 32 hours in the teaching major and is supported by 39 hours in professional education, 3 hours of electives, and 54 hours of general education.

d) The Chemistry Education program requires 35/36 hours in the teaching major and is supported by 39 hours in professional education, 3 hours of electives, and 52 hours of general education.

e) The English Education program requires 36 hours in the teaching major and is supported by 39 hours in professional education, 3 hours of electives, and 50 hours of general education.

f) The Math Education program requires 32/33 hours in the teaching major and is supported by 39 hours, 3 hours of electives, and 55/57 hours in general education.

g) The Social Studies Education program with a History option requires 30/31 hours in the teaching major and is supported by 39 hours, 3 hours of electives, and 56 hours in general education.

h) The Social Studies Education program with a Political Science option requires 30/31 in the teaching major and is supported by 39 hours, 3 hours of electives, and 56 hours in general education.

i) The Physical Education program requires 40 hours in the teaching major and is supported by 21 hours in professional education, 2 hours of electives, and 67 hours in general education.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.76-90, for a detailed description of each teacher education major. See also the Program Sheets for each teacher education major. Also see Degree Progress Sheets and "Report of Comparison of Requirements for Secondary Education and Humanities and Science Majors".

EVIDENCE INDICATOR #2: It requires both knowledge and applicable skills in the subject or discipline.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All teacher education majors require sufficient knowledge in the subject matter area and experiences in the subject matter area to develop applicable skills in the subject or discipline. This is ensured through clinical experiences that verify the application of skills through classroom performance.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.76-90, the program descriptions in the USCS School of Education Faculty and Program Manual, pp.19-30, and course syllabi for respective courses, and the USCS School of Education Student Handbook, pp.16-44.

EVIDENCE INDICATOR #3: Each teaching major requires study of methodology needed to teach the subject matter.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS teacher education program for each teaching major requires both generic methods and content specialized methods.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.76-90, the program descriptions in the USCS School of Education Faculty and Program Manual, pp.19-30, and the USCS School of Education Student Handbook, pp.16-44. Also see Degree Progress Sheets.

EVIDENCE INDICATOR #4: Each teaching major requires clinical experiences in the teaching major.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Each teaching major requires clinical experience in the teaching major.

SOURCES FOR VERIFICATION: See the School of Education Field Experiences Handbook, pages 19-20. See also the course descriptions in the USCS 1991-93 Catalog.

EVIDENCE INDICATOR #5: Course work and clinical experiences in each teaching major provide the student with sequential and incremental development.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The course work in the clinical experiences required for each teaching major were sequentially and incrementally developed. The teacher education curriculum was designed to ensure that students would move from the observation stage to full participation in clinical experiences.

SOURCES FOR VERIFICATION: See the course descriptions in the USCS 1991-93 Catalog, pp.152-156 & 181-184, and the School of Education Field Experiences Handbook, p.18. See also the program descriptions in the USCS School of Education Faculty and Program Manual, pp. 19-30.

STANDARD IV: The teaching major or field of specialization shall include provision for a systematic program of evaluation to assure that the student has attained a minimum level of knowledge of content and teaching competence.

EVIDENCE INDICATOR #1: Each student's progress through the program in each teaching major is systematically monitored.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Progress is monitored through a review of student program worksheets, through policies regarding the monitoring of grades each semester, requiring a 2.50 GPR and grades of "C" or better in all teacher education major courses and in support courses for secondary and physical education majors. Progress is also monitored through student advisement, through audits prior to admission to the professional program and student teaching and through a graduation approval audit.

SOURCES FOR VERIFICATION: See student folders for area program worksheets. See also application forms for Admission to the Professional Program and the Application for Directed Teaching. Also see Degree Progress Sheets, USCS School of Education Policy Manual, pp.2-1 & 5-2; USCS School of Education Student Handbook, pp.47-59; "USCS Report on Assessment of the Major 1991"; and evaluation forms for practica and Directed Teaching.

EVIDENCE INDICATOR #2: The monitoring system includes both the content area and methodology.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Progress is monitored through a review of student program worksheets, through policies regarding the passing of specified general education courses with a "C" or better, with requiring a 2.50 GPR and passing all teacher education major courses and support courses with a "C" or better.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.73-74, application forms for Admission to the Professional Program and for Directed Teaching. See also Practicum and Student Teaching Evaluation Forms and program worksheets in the individual student folders.

EVIDENCE INDICATOR #3: A minimum level of performance is established, stated in writing, and implemented for both content and methodology in teaching majors or field of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: As stated in the USCS 1991-93 Catalog, all teacher education majors are required to earn a grade of "C" or better in each major course and professional education course. Further, teacher education majors are required to maintain a 2.50 GPR in order to remain in good standing in the teacher education program.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.73 & 74; the USCS School of Education Faculty and Program Manual, pp. 31-33; and the USCS School of Education Student Handbook, pp.46-60.

EVIDENCE INDICATOR #4: Performance levels are communicated to the faculty and the students in each teaching major or field of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Expected performance levels are communicated to the faculty through the USCS 1991-93 Catalog, the USCS School of Education Faculty and Program Manual, and the USCS School of Education Policy Manual; and to the students through the USCS 1991-93 Catalog, the USCS School of Education Student Handbook, and through advisement sessions with academic advisors.

SOURCES FOR VERIFICATION: See the 1991-93 Catalog, pp.73 & 74; the USCS School of Education Faculty and Program Manual, pp.31-34; the USCS School of Education Policy Manual, pp.4-1, 4-2, 4-3 & 5-2; and the USCS School of Education Student Handbook, pp.46-60. Contact the School of Education Advisors.

STANDARD V: The teaching major or field of specialization shall be supported by faculty, facilities, plant and equipment, library and media resources.

EVIDENCE INDICATOR #1: Each teaching major or area of specialization is supported by sufficient full-time faculty.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Each teaching major is supported by sufficient full-time faculty.

SOURCES FOR VERIFICATION: See the list of School of Education faculty members printed in the USCS 1991-93 Catalog, pp.198-199; USCS Institutional Self-Study Report 1991 (SACS), Chapter 4, "Faculty" and the computer print-out entitled Faculty and Course Load, Fall, 1991.

EVIDENCE INDICATOR #2: Facilities provided by the institution support the major area or field of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: USCS has facilities which facilitate the professional education program and all the teaching majors. These facilities include the Audiovisual Production Center, the Media Building, the School of Education Computer Lab, the School of Education Curriculum Resources Center, the Burroughs Child Development Center, the Spartanburg County Science Education Center at USCS, the Library Building, the Humanities and Performing Arts Center, and the Hodge Building. In addition the teacher education program at USCS utilizes a number of public schools for clinical experiences which provide excellent facilities to support those provided on campus.

SOURCES FOR VERIFICATION: See USCS School of Education Faculty and Program Manual, pages 40, 42-44, a map of the USCS campus, USCS Building Floor Plans and the listing of schools used for clinical experiences.

EVIDENCE INDICATOR #3: The institution provides necessary equipment for an adequate program for each subject major or field of specialization.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Equipment is provided via the Audiovisual Production Center, the USCS library, the School of Education Curriculum Resources Center housed in the Library Building, the School of education Computer Lab, the Spartanburg County Science Education Center at USCS, and Hodge Center. Students also utilize laboratories located in the Horace Smith Building.

SOURCES FOR VERIFICATION: See the USCS School of Education Faculty and Program Manual pages 40, 42-44 for descriptions of School of Education facilities. Also, Audiovisual Production Center Equipment Inventory, and USCS Library Media Inventory Report, and tour the above listed facilities.

EVIDENCE INDICATOR #4: The library's holdings, services, and offerings support each teaching major or field of specialization offered.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The USCS Library's holdings, services, and offerings support each teaching major and field of specialization.

SOURCES FOR VERIFICATION: See USCS Institutional Self-Study Report 1991 (SACS), Chapter 5, "The Library", the report on library holdings, tour the library, and contact Dr. Julian Green, Dean of Library Services.

EVIDENCE INDICATOR #5: Media resources needed to support each teaching major or area of specialization are provided.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Audiovisual Center, the Curriculum Resources Center, and the USCS library audiovisual department provide adequate support for all teaching majors or all areas of specialization.

SOURCES FOR VERIFICATION: See the "AVDC Holding List Fall 1990" and USCS 1980 Catalog of Films. Tour the Audiovisual Center, the Curriculum Resources Center, and the USCS Library. Contact persons: Mrs. Becky Gray, Audiovisual Center or Dr. Julian Green, Dean of Library Services.

STANDARD VI: The faculty responsible for teaching methodology shall give evidence of current knowledge of the teaching specialization, of teaching experience and participation in elementary and/or secondary school (e.g., supervision of teaching, inservice activity, or curriculum development).

EVIDENCE INDICATOR #1: All individuals who teach methodology have completed the following:

- a) At least two years of employment in a public school setting for those appointed after the effective date of these regulations
- b) Advanced study as preparation for the area of methodology
- c) Endorsed as an observer to use the South Carolina performance evaluation instrument for student teachers and provisional contract teachers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All faculty members in the School of Education who teach methodology have completed the above

criteria. Dr. Marilyn McWhorter, who will join our faculty on August 16, 1991, will be trained as an APT observer during the Fall semester if a training program can be found.

The instructors in the Department of Fine Arts, Languages, and Literature in the School of Humanities and Sciences who teach art methods and music methods have not been able to find an APT training session to attend in summer, 1991. Currently, the status of the APT training and endorsement is unknown at the State Department level. However, instructors for art methods and music methods will continue to look for local training sessions in the use of the APT instrument.

SOURCES FOR VERIFICATION: See the USCS School of Education Faculty and Program Manual, pp.19-30; USCS 1991-93 Catalog, pp.76-90; Report on Teachers of Methods Courses; USCS Spring, Summer I & II, and Fall 1991 Schedules; review files containing faculty vitae; and see the list of faculty currently endorsed for APT.

EVIDENCE INDICATOR #2: All individuals who served as institutional supervisors of students during clinical experiences have completed:

- a) Advanced study as preparation for supervision
- b) Active participation or experience in the public schools germane to the area of supervision
- c) The reliability training program for observers who use the South Carolina performance evaluation instrument for student teachers and provisional contract teachers.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: All faculty members who supervise student teachers have met the criteria listed. Dr. Marilyn McWhorter, who will be a new faculty member in our School effective August 16, 1991, will be placed in an APT training session as soon as a local session can be found for her to attend.

SOURCES FOR VERIFICATION: See a listing of part-time and full-time faculty members who have completed APT training, individual faculty vitae, "Report on Directed Teaching Supervision", and interviews with individual faculty members.

Section L was written by Dr. Karen Robertson, Acting Dean of the School of Education.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.9

TITLE: ELEMENTARY

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate
 Basic Graduate
 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Arts

3. Indicate the major or concentration declared by persons completing this program:

 Elementary Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The elementary teacher education program at the University of South Carolina at Spartanburg leads to initial certification from grade one through grade eight. Each student successfully completing the elementary major receives a B.A. degree.

Approximately two hundred twenty-five (225) students have declared their major as elementary education. This number represents the largest number of education majors within the School of Education. Thirteen faculty members presently teach courses that appear as elementary major courses. Additionally, approximately four adjunct faculty supervise student teaching. Five faculty members serve as advisors to elementary majors at the sophomore, junior, and senior levels. Three additional faculty members as freshmen advisors; these advisors are responsible for freshman students, regardless of major.

The program of study leading to a degree in elementary education requires each student to pass 127/128 credit hours. The general education requirements for a degree in elementary education comprise a total of 63 or 64 hours; this variance depends on whether or not a student takes a three or four hour science elective. The professional education component of the degree comprises a total of 55 hours. Of this total, 33 hours represent courses specifically designated as elementary education. The remaining 22 hours of professional education courses are categorized in the foundation and reading areas. Each student takes eight or nine hours of electives; this variance also depends on whether or not the student takes a three or four hour science elective.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

63 hours General education requirement

0 hours Specialization content

55 hours Professional education courses and experiences

9 hours Electives

127/128 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. N/A

6. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3 Volumes and periodicals in library related to this field

2 Laboratories and equipment as appropriate

2 Curriculum materials laboratory

4 Visiting arrangements with laboratory school or nearby public schools

4 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college

and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

STAFF DATA

DEPARTMENT: Elementary

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Cindy Kay	Asst. Prof.	Ed.D.	Elem. Ed.	7 years	1 year	7 years	SEDL 446 SEDF 485 SEDS 446 EDEL 745 SEDL 470	SEDL 446 SEDF 485 SEDS 446 (2) EDEL 745
William C. Bruce	Professor	Ed.D.	Curriculum	26 years	13 years	6 years	SEDL 441 SEDL 447 Student Teachers	SEDL 441 SEDL 447 Student Teachers
Edward Donovan	Assoc. Prof.	Ph.D.	Science Education	17 years	6 years	9 years	SEDE 448 SEDL 448 SEDS 448 EDUC 634B	SEDE 448 SEDL 448 SEDS 448 EDEL 515
Arlene Young	Instructor	M. Ed.	Reading Social Studies	7 years	2 years	5 years	SEDR 414 SEDE 447 SEDL 445 SEDL 410 Student Teachers	SEDE 447 SEDL 410 SEDL 445 Student Teachers
Becky Gray	Instructor	M. Ed.	Audiovisual Education	17 years	17 years	2 years	SEDE 400 SEDL 400 SEDS 400	SEDE 400 SEDL 400 SEDS 400

STAFF DATA

DEPARTMENT: Elementary

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Bryan Lindsay	Professor	Ph.D.	Fine Arts & Humanities	25 years	14 year	5 years	SATH 106 SATH 207 SMUE 454 SUNV 401 SMUS 130	SATH 206 SMUE 454 SATH 106 SMUS 110
Janice Janiec	Instructor	Master	Music Education	30 years	4 years	2 years	SMUS 110 SMUS 129 SMUS 165	SMUS 110 SMUS 129 SMUS 165
Katie Hicks								
John Caputo	Associate Professor	Master of Fine Arts	Printmaking/ Painting	10-1/2 years	4 years	2 years	ART 103 ART 111 ART 211-311-312-411 AED 329	ART 103 ART 211-311-312-411 ART 231 ART 207

STAFF DATA

DEPARTMENT: Elementary

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Sharon Donovan	Instructor	M.S.	Elementary Ed. & lower Secondary (Science/Math)	8 years	3 years	5 years	SEDE 469 SEDL 470	SEDE 469 SEDL 470
Virginia Hudson	Instructor	M.A.	Elementary Education	40 years	3 years	40 years	SEDL 470 SEDE 469	SEDL 470 SEDE 469
Susan Washburn	Instructor	Ph.D.	ECE	3 years	3 years	3 years	SEDL 470	SEDL 470
Cathryn Carter	Instructor	Ph.D.	ECE	10 years	1 year	1 year	SEDL 470 SEDE 469	SEDL 470 SEDE 469
Anne Shelley	Associate Professor	Ph. D.	Reading, Linguistics-English	19 years	10 years	6 years	R-418, F-341 EDTE 610S (FC)	R-418, F-341 TE610, R-414
Karen Robertson	Associate Professor	Ph.D.	Reading Language Arts Early Childhood	15 years	6 years	3 years	EDED 744 SEDE 445	EDEC 794 SEDE 445

PROGRAM FOR
BACHELOR OF ARTS
MAJOR IN ELEMENTARY EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDL 470: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____

GROUP I Fine Arts & Literature				GROUP IV Professional Education			
	Credit	Grade	Semester		Credit	Grade	Semester
SEGL 101	3			SEDF 210	2		
SEGL 102	3			SEDF 321	2		
Literature	3			SEDF 333	3		
Literature	3			SEDF 334	3		
SEGL 484	3			SEDF 341	3		
STHE 140	3			SEDF 485	2		
SATH Any Art History	3			SEDF 486	1		
SMUS 110	3			SPED 315	2		
				SHED 331	2		
				SAED 329	2		
				SMUE 354	2		
Hours 24							
GROUP II Science & Mathematics				SEDR 414	3		
SBIO 110	4			SEDR 416	3		
SPHS 101	3						
SPHS 101L	1			SEDL 400	1		
Science Elective	3/4			SEDL 410	1		
SHED 221	3			SEDL 441	3		
SMTH 301	3			SEDL 445	2		
SMTH 302	3			SEDL 446	2		
SCSC 130	2			SEDL 447	2		
SEDC 120	1			SEDL 448	2		
				SEDL 470	12		
Hours 23/24							
GROUP III Social & Behavioral Sciences				GROUP V ELECTIVES (8/9 HOURS*)			
SGEG 121	4						
SHST 111	3						
SHST 112	3						
SGIS 201	3						
SPSY 101 or SSOC 101	3						
Hours 16							

*3 hours of upper level courses as described in the current catalog.

TOTAL 127/128

SUGGESTED SCHEDULE
ELEMENTARY EDUCATION

FRESHMAN

SEGL 101	3	SEGL 102	3
SHST 111	3	SSOC 101/SPSY101	3
SMUS 110	3	SHST 112	3
SBIO 110	4	ANY ART HISTORY	3
SCSC 130	2	SPHS 101	<u>4</u>
SEDC 120	<u>1</u>		16
	16		

SOPHOMORE YEAR

SEDF 210	2	SMUE 354	3
SMTH 301	3	LITERATURE	3
LITERATURE	3	SMTH 302	3
SCIENCE ELECTIVE	3/4	SEDF 333	3
STHE 140	3	SHED 221	<u>3</u>
SEDF 321	<u>2</u>		15
	16/17		

JUNIOR YEAR

SGEG 121	4	SEDR 414	3
SEGL 484	3	SEDL 441	3
SHED 331	2	SEDF 341	2
SGIS 201	3	SAED 329	2
SEDF 334	3	ELECTIVE	3
ELECTIVE	<u>2/3</u>	SPED 315	2
	17/18		<u>15</u>

SENIOR YEAR

SEDR 416	3	SEDF 485	2
SEDL 400	1	SEDF 486	1
SEDL 445	2	SEDE 470	<u>12</u>
SEDL 446	2		15
SEDL 447	2		
SEDL 448	2		
SEDL 410	1		
ELECTIVE	<u>3</u>		
	16		

3.5.9 ELEMENTARY EDUCATION

Each teaching major or field of specialization should consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty as necessary for the successful teaching in a particular area of the public school program according to the following Standards and experiences:

STANDARD I: The program shall require the study of child development from birth to adolescence with emphasis upon the implications of the learning process for these ages.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SEDF 333 3 hrs. Introduction to Child Growth and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
2. SEDF 334 3 hrs. Introduction to Adolescent and Adult Growth and Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
3. SHED 221 3 hrs. Personal and Community Health
4. SHED 331 2 hrs. Health Education for the Elementary School Child

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SEDF 333 McWhorter
SEDF 333 McWhorter
2. SEDF 334 C. Smith
SEDF 334L C. Smith
3. SHED 221 Pucci, Bowman, Shelden
4. SHED 331 Bowman, Shelden

STANDARD II: The program shall require the study of psychological and sociological concepts and generalizations dealing with the development with self-concept and group responsibility and relations.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SPSY 101 3 hrs. Introduction to Psychology (General Education Requirement)
or
SSOC 101 3 hrs. Introduction Sociology (General Education Requirement)
2. SEDF 210 3 hrs. Introduction to Education
3. SHED 221 3 hrs. Personnel and Community Health
4. SEDF 341 3 hrs. Educational Procedures for Exceptional Children
5. SEDF 321 3 hrs. Dynamics of American Education
6. SHED 331 2 hrs. Health Education for the Elementary School Child
7. SEDF 333 3 hrs. Introduction to Child and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
8. SEDF 334 3 hrs. Introduction to Adolescent and Adult Growth and Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SPSY 101 Lehman
or SSOC 101 Flynn, Kuecker, Wenz

2. SEDF 210 C.Smith, Hawkins, Davisson
3. SHED 221 Bowman, Pucci
4. SEDF 341 Shelley, Cannon
5. SEDF 321 Hawkins
6. SHED 331 Bowman, Shelden
7. SEDF 333 McWhorter
SEDF 333L McWhorter
8. SEDF 334 C. Smith
SEDF 334L C. Smith

STANDARD III: The program shall require study and experiences designed to develop skills in observing, recording, and assessing children's behavior in order to plan an appropriate instructional program and learning environment.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SEDF 210 2 hrs. Introduction to Education
2. SPED 315 2 hrs. Physical Education for the Elementary School Teacher
3. SHED 331 2 hrs. Health and Education for the Elementary School Child
4. SEDF 333 3 hrs. Introduction to Child Growth and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
5. SEDF 486 1 hrs. Measure and Evaluation in Education
6. SEDF 485 2 hrs. Classroom Management and Teaching
7. SEDF 334 3 hrs. Introduction to Adolescent and Adult Psychology & Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
8. SEDR 414 3 hrs. Reading I
9. SEDR 416 3 hrs. Reading II
10. SEDL 410 1 hrs. Elementary Practicum
11. SEDL 441 3 hrs. The Elementary School Curriculum and Organization
12. SEDL 470 12 hrs. Directed Teaching in the Elementary and Middle School

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SEDF 210 C.Smith, Davisson, Hawkins
2. SPED 315 Bowman, Austin, Shelden
3. SHED 331 Bowman, Shelden
4. SEDF 333 McWhorter
SEDF 333L McWhorter
5. SEDF 486 Hawkins
6. SEDF 485 Kay
7. SEDF 334 C. Smith
SEDF 334L C. Smith
8. SEDR 414 Shelley, Young
9. SEDR 416 Cook
10. SEDL 410 Young
11. SEDL 441 Bruce
12. SEDL 470

STANDARD IV: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SEGL 101 3 hrs. Composition (General Education Requirement)
2. SEGL 102 3 hrs. Composition and Literature (General Education Requirement)
3. Literature Elec.3 hrs. (General Education Requirement)
4. Literature Elec.3 hrs. (General Education Requirement)
5. SEGL 484 3 hrs. Children's Literature (General Education Requirement)
6. STHE 140 3 hrs. Public Address (General Education Requirement)
7. SEDR 414 3 hrs. Reading I
8. SEDR 416 3 hrs. Reading II
9. SEDL 445 2 hrs. Teaching Language Arts in the Elementary and Middle School

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SEGL 101 Carson, Davenport, Hartle, Davidson, Jong-Ebot, Knight, Merlock, Montague, Seko, Valentine, Parsons
2. SEGL 102 Seko, Moore, Predmore
3. Literature elective See Fall 1991 Schedule for Literature courses above 200.
4. Literature elective See Fall 1991 Schedule for Literature courses above 200.
5. SEGL 484 Robertson, Belue
6. STHE 140 Drake, Cox, Hutsell, Lee, Martino, Prioleau, Havko
7. SEDR 414 Shelley, Young
8. SEDR 416 Cook
9. SEDL 445 Young

STANDARD V: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach mathematics.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SMTH 301 3 hrs. Basic Concepts of Elementary Mathematics (General Education Requirement)
2. SMTH 302 3 hrs. Basic Concepts of Elementary Mathematics (General Education Requirement)
3. SCSC 130 2 hrs. Introduction to Computer Technology (General Education Requirement)
4. SEDC 120 1 hr. Microcomputers in Education (General Education Requirement)
5. SEDL 446 3 hrs. Teaching Mathematics in the Elementary and Middle School

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SMTH 301 Whitener
2. SMTH 302 L.Cooke
3. SCSC 130 Harper, Codespoti, Cooke
4. SEDC 120 Davis
5. SEDL 446 Kay

STANDARD VI: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach biological and physical sciences and health.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|---------------------|----------|---|
| 1. SBIO 110 | 4 hrs. | General Biology (General Education Requirement) |
| 2. SPHS 101 & 101L | 4 hrs. | Introduction to Physical Science I
(General Education Requirement) |
| 3. Science Elective | 3/4 hrs. | |
| 4. SHED 221 | 3 hrs. | Personal and Community Health |
| 5. SHED 331 | 2 hrs. | Health and Education for the Elementary School Child |
| 6. SEDL 448 | 3 hrs. | Teaching Science in the Elementary and Middle School |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|---------------------|---|
| 1. SBIO 110 | Labanick, Wallace |
| 2. SPHS 101 & 101L | Barnes, Medez |
| 3. Science Elective | (Astronomy, Geology, Chemistry, or Physics) |
| 4. SHED 221 | Pucci, Bowman |
| 5. SHED 331 | Bowman, Shelden |
| 6. SEDL 448 | Donovan |

STANDARD VII: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach the social studies areas.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|-------------|--------|--|
| 1. SGEG 121 | 4 hrs. | Principles of Regional Geography |
| 2. SHST 111 | 3 hrs. | An Introduction to Western Civilization
(General Education Requirement) |
| 3. SHST 112 | 3 hrs. | An Introduction to Non-Western Civilization
(General Education Requirement) |
| 4. SSOC 101 | 3 hrs. | Introductory Sociology (General Education Requirement) |
| or | | |
| SPSY 101 | 3 hrs. | Elementary Psychology (General Education Requirement) |
| 5. SEDL 447 | 2 hrs. | Teaching Social Studies in the Elementary and Middle School |
| 6. SGIS 201 | 3 hrs. | American National Government
(General Education Requirement) |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|-------------|---|
| 1. SGEG 121 | S.Hill |
| 2. SHST 111 | Boggs, Henderson |
| 3. SHST 112 | Booker, Brown, Wilson |
| 4. SSOC 101 | Flynn, Kuecker, Wenz |
| or SPSY 101 | Lehman |
| 5. SEDL 447 | Bruce |
| 6. SGIS 201 | Lambert, C. Lee, Van Riper, Hess, Henderson |

STANDARD VIII: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach fine arts.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. Art History 3 hrs. Any Art History (General Education Requirement)
2. SMUS 110 3 hrs. Introduction to Music (General Education Requirement)
3. SAED 329 2 hrs. Art for Elementary Schools
4. SMUE 454 2 hrs. Music for Young Children
5. STHE 140 3 hrs. Public Address

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. Art History Hyde, Caputo, Lindsay, Hicks
2. SMUS 110 Janiec, Ragis, Perry
3. SAED 329 Nodine
4. SMUE 454 Lindsay
5. STHE 140 Cox, Drake, Hutsell, Lee, Martino, Prioleau, Havko

STANDARD IX: The program shall require experiences in organizing, planning, and implementing physical education activities and safety practices.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 221 3 hrs. Personal and Community Health
2. SHED 331 2 hrs. Health and Education for the Elementary School Child
3. SPED 315 2 hrs. Physical Education for the Elementary School Teacher

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 221 Pucci, Bowman
2. SHED 331 Bowman, Shelden
3. SPED 315 Austin, Bowman, Shelden

STANDARD X: The program shall require study and experiences designed to develop competence in enabling children to express themselves creatively in a variety of ways, including through the Arts.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SATH History 3 hrs. History of Western Art (General Education Requirement)
2. SMUS 110 3 hrs. Introduction to Music (General Education Requirement)
3. SMUE 454 2 hrs. Music for Young Children
4. SAED 329 2 hrs. Art for Elementary Schools
5. SEDL 445 2 hrs. Teaching Language Arts in the Elementary and Middle School

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SATH History SATH 105 Hicks & SATH 106 Lindsay
2. SMUS 110 Janiec, Lindsay, Ragis
3. SMUE 454 Lindsay
4. SAED 329 Nodine
5. SEDL 445 Young

STANDARD XI: The program shall require study and experiences designed to develop competencies which enhance the critical thinking ability of the learner in any content area.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|-------------|--------|---|
| 1. SEDR 416 | 3 hrs. | Reading II |
| 2. SEDR 414 | 3 hrs. | Reading I |
| 3. SEDL 410 | 1 hrs. | Elementary Practicum |
| 4. SEDL 441 | 3 hrs. | The Elementary School Curriculum and Organization |
| 5. SEDL 445 | 2 hrs. | Teaching Language Arts in the Elementary and Middle School |
| 6. SEDL 446 | 2 hrs. | Teaching Mathematics in the Elementary and Middle School |
| 7. SEDL 447 | 2 hrs. | Teaching Social Studies in the Elementary and Middle School |
| 8. SEDL 448 | 2 hrs. | Teaching Science in the Elementary and Middle School |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|-------------|----------------|
| 1. SEDR 416 | J.Cook |
| 2. SEDR 414 | Shelley, Young |
| 3. SEDL 410 | Young |
| 4. SEDL 445 | Young |
| 5. SEDL 446 | Kay |
| 6. SEDL 447 | Bruce |
| 7. SEDL 448 | Donovan |

STANDARD XII: The program shall require study designed to develop competence in facilitating independent learning and decision-making skills in young children and early adolescents.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|--------------|--------|---|
| 1. SHED 331 | 2 hrs. | Health and Education for the Elementary Child |
| 2. SEDF 334 | 3 hrs. | Introduction to Adolescent and Adult Psychology and Development |
| SEDF 334L | 0 hrs. | Laboratory in Adolescent and Adult Growth and Development |
| 3. SEDR 414 | 3 hrs. | Reading I |
| 4. SEDL 441 | 3 hrs. | The Elementary School Curriculum and Organization |
| 5. SEDL 445 | 2 hrs. | Teaching Language Arts in the Elementary and Middle School |
| 6. SEDL 446 | 2 hrs. | Teaching Mathematics in the Elementary and Middle School |
| 7. SEDL 447 | 2 hrs. | Teaching Social Studies in the Elementary and Middle School |
| 8. SEDL 448 | 2 hrs. | Teaching Science in the Elementary and Middle School |
| 9. SEDF 333 | 3 hrs. | Introduction Child Psychology and Development |
| SEDF 333L | 0 hrs. | Laboratory in Child Growth and Development |
| 10. SEDF 210 | 2 hrs. | Introduction to Education |
| 11. SEDF 485 | 2 hrs. | Classroom Management & Teaching |

12. SEDF 486 1 hr. Measurement and Evaluation in Education

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 331 Bowman
2. SEDF 334 C. Smith
SEDF 334L C. Smith
3. SEDR 414 Shelley
4. SEDL 441 Bruce
5. SEDL 445 Young
6. SEDL 446 Kay
7. SEDL 447 Bruce
8. SEDL 448 Donovan
9. SEDF 333 McWhorter
SEDF 333L McWhorter
10. SEDF 210 Davisson, Hawkins, C. Smith
11. SEDF 485 Kay
12. SEDF 486 Hawkins

STANDARD XIII: The program shall require study and experiences designed to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 331 2 hrs. Health & Education for the Elementary School Child
2. SEDF 333 3 hrs. Introduction to Child Psychology and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
3. SEDF 334 3 hrs. Introduction to Adolescent and Adult Psychology and Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
4. SEDL 441 3 hrs. The Elementary School Curriculum and Organization
5. SEDL 410 1 hrs. Elementary Practicum
6. SEDL 445 2 hrs. Teaching Language Arts in the Elementary and Middle School
7. SEDL 446 2 hrs. Teaching Mathematics in the Elementary and Middle School
8. SEDL 447 2 hrs. Teaching Social Studies in the Elementary and Middle School
9. SEDL 448 2 hrs. Teaching Science in the Elementary and Middle School
10. SEDL 470 12 hrs. Directed Teaching in the Elementary and Middle School
11. SPED 315 2 hrs. Physical Education for the Elementary School Teacher
12. SEDR 414 3 hrs. Reading I
13. SEDR 416 3 hrs. Reading II
14. SEDF 210 2 hrs. Introduction to Education
15. SEDF 341 3 hrs. Education Procedures for Exceptional Children

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 331 Bowman

2. SEDF 333 McWhorter
SEDF 333L McWhorter
3. SEDF 334 C. Smith
SEDF 334L C. Smith
4. SEDL 441 Bruce
5. SEDL 410 Young
6. SEDL 445 Young
7. SEDL 446 Kay
8. SEDL 447 Bruce
9. SEDL 448 Donavan
10. SEDL 470 Bruce
11. SPED 315 Austin, Bowman, Shelden
12. SEDR 414 Shelley
13. SEDR 416 Cook
14. SEDF 210 Hawkins
15. SEDF 341 Cannon, Shelley

STANDARD XIV: The program shall require study and experiences designed to develop skills in the use of state and local resources and appropriate referral strategies.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 221 3 hrs. Personal and Community Health
2. SHED 331 2 hrs. Health and Education for the Elementary School Child
3. SEDF 321 2 hrs. Dynamics of American Education
4. SEDR 414 3 hrs. Reading I
5. SEDR 416 3 hrs. Reading II
6. SEDF 341 3 hrs. Education Procedures for Exceptional Children

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 221 Pucci, Bowman
2. SHED 331 Bowman
3. SEDF 321 Hawkins
4. SEDR 414 Shelley, Young
5. SEDR 416 J. Cook
6. SEDF 341 Cannon, Shelley

STANDARD XV: The program shall require experiences designed to develop the skills and ability to work with parents and other adults in the home, school, and community.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 331 2 hrs. Health and Education for the Elementary School Child
2. SEDF 210 2 hrs. Introduction to Education
3. SEDF 321 2 hrs. Dynamics of American Education
4. SEDF 333 3 hrs. Introduction to Child Psychology and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
5. SEDR 414 3 hrs. Reading I
6. SEDL 441 3 hrs. The Elementary School Curriculum and Organization

- | | | |
|--------------|---------|---|
| 7. SEDL 445 | 2 hrs. | Teaching Language Arts in the Elementary and Middle School |
| 8. SEDL 446 | 2 hrs. | Teaching Mathematics in the Elementary and Middle School |
| 9. SEDL 447 | 2 hrs. | Teaching Social Studies in the Elementary and Middle School |
| 10. SEDL 448 | 2 hrs. | Teaching Science in the Elementary and Middle School |
| 11. SEDL 470 | 12 hrs. | Directed Teaching in the Elementary and Middle School |
| 12. SEDF 334 | 3 hrs. | Introduction to Adolescent and Adult Psychology and Development |
| SEDF 334L | 0 hrs. | Laboratory in Adolescent and Adult Growth and Development |
| 13. SEDF 341 | 3 hrs. | Education Procedures for Exceptional Children |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|--------------|-------------------|
| 1. SHED 331 | Bowman |
| 2. SEDF 210 | C. Smith, Hawkins |
| 3. SEDF 321 | Hawkins |
| 4. SEDF 333 | McWhorter |
| SEDF 333L | McWhorter |
| 5. SEDR 414 | Shelley, Young |
| 6. SEDL 441 | Bruce |
| 7. SEDL 445 | Young |
| 8. SEDL 446 | Kay |
| 9. SEDL 447 | Bruce |
| 10. SEDL 448 | Donovan |
| 11. SEDL 470 | Bruce |
| 12. SEDF 334 | C. Smith |
| SEDF 334L | C. Smith |
| 13. SEDF 341 | Cannon, Shelley |

This section was written by Dr. Bill Bruce of the School of Education.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.10

TITLE: EARLY CHILDHOOD

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program:

Bachelor of Arts

3. Indicate the major or concentration declared by persons completing this program:

Early Childhood Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The early childhood teacher education program at the University of South Carolina at Spartanburg leads to initial certification for grades kindergarten through fourth. Each student who successfully completes the early childhood education major receives a Bachelor of Arts degree.

Approximately eighty-five (85) students have declared early childhood education as their major. Twelve faculty members teach courses that appear as early childhood education major courses. Approximately four adjunct faculty members supervise the student teaching experience. Three faculty members serve as advisors to early childhood education majors who declare majors at the sophomore, junior, or senior levels. Three additional School of Education faculty members serve as advisors in the Freshman Center; these advisors are responsible for freshman students, regardless of major.

The program of study leading to a Bachelor of Arts degree in Early Childhood Education requires each student to complete 127/129 credit hours. The general education requirements for a degree in early childhood education comprise a total of 63 or 64 hours; the variance depends on whether the student takes a three or a four hour science elective.

The professional education component of the degree consists of a total of 56 hours. Of this total, 36 hours represent courses specifically designated as early childhood education. The remaining 20 hours of professional education courses are from the foundation and reading areas. Each student also completes eight or nine hours of electives to complete a program of 127-129 hours.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

63/64 hours General education requirement

0 hours Specialization content

56 hours Professional education courses and experiences

8/9 hours Electives

127/129 hours Total required for graduation

6. Listing of specific courses required in proposed approved program. See attached Approved Program Requirements. (See next page).

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3 Volumes and periodicals in library related to this field

2 Laboratories and equipment as appropriate

2 Curriculum materials laboratory

4 Visiting arrangements with laboratory school or nearby public schools

4 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college

and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practica, indicate years of public school experience. (See chart format on the last of this form.)

STAFF DATA

DEPARTMENT: 3.5.10 Early Childhood

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Cindy Kay	Asst. Prof.	Ed.D.	Elem. Ed.	7 years	1 year	7 years	SEDL 446 SEDF 485 SEDS 446 EDEL 745	SEDL 446 SEDF 485 SEDS 446 (2) EDEL 745
Joe Bowman	Professor	Ed.D.	Health/Ph	23 years	21 years	0	SPED 479 SHED 331 SPED 350 SHED 400	SHED 331 SREC 201 SPED 330
Edward Donovan	Assoc. Prof.	Ph.D.	Science Education	16 years	5 years	9 years	SEDE 448 SEDL 448 SEDS 448 EDUC 634B	SEDE 448 SEDL 448 SEDS 448 EDTE 701
Arlene Young	Instructor	M. Ed.	Reading Social Studies	7 years	2 years	5 years	SEDR 414 SEDE 447 SEDL 445 SEDL 410	SEDE 447 SEDL 410 SEDL 445 Student Teachers
Becky Gray	Instructor	M. Ed.	Audiovisual Education	17 years	17 years	2 years	SEDE 400 SEDL 400 SEDS 400	SEDE 400 SEDL 400 SEDS 400

STAFF DATA

DEPARTMENT: 3.5.10 Early Childhood

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Steve Cannon							SEDF 210 SEDR 341	SEDR 341
John Caputo	Associate Professor	Master of Fine Arts	Printmaking/ Painting	10-1/2 years	2 years	0 years	ART 103 ART 111 ART 211-311-312-411 AED 329	ART 103 ART 211-311-312-411 ART 231 ART 207
Jim Cook								SEDR 416
Jane Davisson								SEDF 210
Tom Hawkins	Professor	Ph.D.	Philosophy of Education Education Psychology	19 years	19 years	5 years	SEDF 321 SEDF 486	SEDF 210 SEDF 321 SEDF 486 Graduate Classes
Katie Hicks								

STAFF DATA

DEPARTMENT: 3.5.10 Early Childhood

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Janice Janiec	Instructor	Master	Music Education	30 years	4 years	2 years	SMUS 110 SMUS 129 SMUS 165	SMUS 110 SMUS 129 SMUS 165
Bryan Lindsay	Professor	Ph.D.	Fine Arts & Humanities	25 years	14 years	5 years	SATH 106 SATH 207 SMUE 454 SUNV 401 SMUS 130	SATH 206 SMUE 454 SATH 106 SMUS 110
Marilyn McWhorter								SEDE 322 SEDE 445 SEDF 333 SEDF 333L Student Teachers (4)
Jane Nodine								ART 329
Karen Robertson	Associate Professor	Ph.D.	Reading Lang. Arts Early Ch.	15 years	6 years	3 years	EDED 744 SEDE 445	EDEC 794 SEDE 445

STAFF DATA

DEPARTMENT: 3.5.10 Early Childhood

SCHOOL: USC-Spartanburg's College of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Miriam Sheldon	Professor	Ph.D.	Physical	25 years	15 years	2 years	SPED 315 SPED 320 SPED 201	SPED 545 SPED 137 SUNV 102 SPED 479
Anne Shelley	Associate Professor	Ph.D.	Reading Linguistics- English	19 years	10 years	6 years	R-418 F-341 EDTE 610-S (FC)	R-418 F-341 TE610 R-414
Carol Smith	Instructor	M.A.	Guidance & Counseling	20 years	18 years	6 years	SEDF 334 SEDF 334L	SEDF 210 SEDF 334 SEDF 334L Cadet Students

PROGRAM FOR
BACHELOR OF ARTS
MAJOR IN EARLY CHILDHOOD EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDE 469: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____

GROUP I Fine Arts & Literature

	Credit	Grade	Semester
--	--------	-------	----------

SEGL 101	3		
SEGL 102	3		
Literature	3		
Literature	3		
SEGL 484	3		
STHE 140	3		
SATH Any Art History	3		
SMUS 110	3		

Hours 24

GROUP II Science & Mathematics

	Credit	Grade	Semester
--	--------	-------	----------

SBIO 110	4		
SPHS 101	3		
SPHS 101L	1		
Science Elective	3/4		
SHED 221	3		
SMTH 301	3		
SMTH 302	3		
SCSC 130	2		
SEDC 120	1		

Hours 23/24

GROUP III Social & Behavioral Sciences

	Credit	Grade	Semester
--	--------	-------	----------

SGEG 121	4		
SHST 111	3		
SHST 112	3		
SGIS 201	3		
SPSY 101 or SSOC 101	3		

Hours 16

GROUP IV Professional Education

	Credit	Grade	Semester
--	--------	-------	----------

SEDF 210	2		
SEDF 333	3		
SEDF 334	3		
SEDF 341	3		
SPED 315	2		
SHED 331	2		
SAED 329	2		
SMUE 354	2		

SEDR 414	3		
SEDR 416	3		

SEDE 322	3		
SEDE 445	3		
SEDE 446	3		
SEDE 447	3		
SEDE 448	3		
SEDE 400	1		
SEDF 485	2		
SEDF 486	1		
SEDE 469	12		

HOURS 56

GROUP V ELECTIVES (8/9 HOURS*)

	Credit	Grade	Semester
--	--------	-------	----------

*3 hours of upper level courses as described in the current catalog

TOTAL 127/129

SUGGESTED SCHEDULE
EARLY CHILDHOOD EDUCATION

FRESHMAN

SEGL 101	3	SEDF 210	2
SHST 111	3	SEGL 102	3
SMUS 110	3	SHST 112	3
SBIO 110	4	SPHS 101	3
SPSY/SSOC	<u>3</u>	SPHS 101L	1
	16	SATH	3
		ELECTIVE	<u>2</u>
			17

SOPHOMORE YEAR

SEDF 333	3	SEDF 334	3
SHED 221	3	SGIS 201	3
SMTH 301	3	SCSC 130	2
SGEG 121	4	SEDC 120	1
STHE 140	<u>3</u>	SMTH 302	3
	16	SCIENCE ELECTIVE	<u>3/4</u>
			15/16

JUNIOR YEAR

SEDE 322	3	SEDE 446	3
SEDE 400	1	SEDE 448	3
SEGL 484	3	SHED 331	2
SEDF 341	3	SPED 315	2
SEDE 445	3	LITERATURE	3
SEDR 414	<u>3</u>	ELECTIVE	<u>3</u>
	16		16

SENIOR YEAR

SEDR 416	3	SEDF 485	2
SEDE 447	3	SEDF 486	1
SMUE 354	2	SEDE 469	<u>12</u>
SAED 329	2		15
LITERATURE	3		
ELECTIVE	<u>3</u>		
	16		

3.5.10 EARLY CHILDHOOD EDUCATION

Each teaching major or field of specialization should consist of a carefully planned pattern of courses and experiences designed to produce the competencies identified by the faculty as necessary for the successful teaching in a particular area of the public school program according to the following Standards and experiences:

STANDARD I: The program shall require the study of child development from birth to adolescence with emphasis upon the implications of the learning process for these ages.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SEDF 333 3 hrs. Introduction to Child Growth and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
2. SEDF 334 3 hrs. Introduction to Adolescent and Adult Growth and Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
3. SHED 221 3 hrs. Personal and Community Health
4. SHED 331 2 hrs. Health Education for the Elementary School Child
5. SEDE 322 3 hrs. Survey of Early Childhood Education

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SEDF 333 McWhorter
SEDF 333L McWhorter
2. SEDF 334 C. Smith
SEDF 334L C. Smith
3. SHED 221 Pucci, Bowman
4. SHED 331 Bowman, Shelden
5. SEDE 322 McWhorter

STANDARD II: The program shall require the study of psychological and sociological concepts and generalizations dealing with the development of self-concept and group responsibility and relations.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SPSY 101 3 hrs. Introduction to Psychology (General Education Requirement)
or
SSOC 101 3 hrs. Introduction Sociology (General Education Requirement)
2. SEDF 210 2 hrs. Introduction to Education
3. SHED 221 3 hrs. Personal and Community Health
4. SEDF 341 3 hrs. Educational Procedures for Exceptional Children
5. SHED 331 2 hrs. Health Education for the Elementary School Child
6. SEDF 333 3 hrs. Introduction to Child Growth and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
7. SEDF 334 3 hrs. Introduction to Adolescent and Adult Growth and Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
8. SEDE 322 3 hrs. Survey of Early Childhood Education

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SPSY 101 Lehman
or SSOC 101 Flynn, Kuecker, Wenz
2. SEDF 210 C. Smith, Hawkins, Davisson
3. SHED 221 Pucci, Bowman
4. SEDF 341 Shelley, Cannon
5. SHED 331 Bowman
6. SEDF 333 McWhorter
SEDF 333L McWhorter
7. SEDF 334 C. Smith
SEDF 334L C. Smith
8. SEDE 322 McWhorter

STANDARD III: The program shall require study and experiences designed to develop skills in observing, recording, and assessing children's behavior in order to plan an appropriate instructional program and learning environment.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SEDF 210 2 hrs. Introduction to Education
2. SPED 315 2 hrs. Physical Education for the Elementary School Teacher
3. SHED 331 2 hrs. Health and Education for the Elementary School Child
4. SEDF 333 3 hrs. Introduction to Child Growth and Development
SEDF 333L 0 hrs. Laboratory in Child Growth and Development
5. SEDF 334 3 hrs. Introduction to Adolescent and Adult Psychology & Development
SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
6. SEDR 414 3 hrs. Reading I
7. SEDR 416 3 hrs. Reading II
8. SEDE 445 3 hrs. Language Development and Communicative Skill
9. SEDE 446 3 hrs. Math for the Young Child
10. SEDE 447 3 hrs. Social Studies for the Young Child
11. SEDE 448 3 hrs. Science for the Young Child
12. SEDF 485 2 hrs. Classroom Management and Teaching
13. SEDF 486 1 hr. Measurement and Evaluation in Education
14. SEDE 469 12 hrs. Directed Teaching in Early Childhood Education

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SEDF 210 C. Smith, Davisson
2. SPED 315 Bowman, Austin, Shelden
3. SHED 331 Bowman, Shelden
4. SEDF 333 McWhorter
SEDF 333L McWhorter
5. SEDF 334 C. Smith
SEDF 334L C. Smith
6. SEDR 414 Shelley, Young
7. SEDR 416 J. Cook
8. SEDE 445 McWhorter
9. SEDE 446 Kay

10. SEDE 447 Young
11. SEDE 448 Donovan
12. SEDF 485 Kay
13. SEDF 486 Hawkins
14. SEDE 469 Washburn, Young

STANDARD IV: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SEGL 101 3 hrs. Composition (General Education Requirement)
2. SEGL 102 3 hrs. Composition and Literature (General Education Requirement)
3. Literature 3 hrs. (General Education Requirement)
4. Literature 3 hrs. (General Education Requirement)
5. SEGL 484 3 hrs. Children's Literature
6. STHE 140 3 hrs. Public Address (General Education Requirement)
7. SEDR 414 3 hrs. Reading I
8. SEDR 416 3 hrs. Reading II
9. SEDE 445 3 hrs. Language Development and Communicative Skill

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SEGL 101 Jong-Ebot, Davenport, Hartle, Valentine, Montague, Knight, Merlock, Carson, Davidson, Parsons
2. SEGL 102 Seko, Moore, Predmore
3. Literature elective
4. Literature elective
5. SEGL 484 Robertson, Belue
6. STHE 140 Lee, Martino, Drake, Cox, Hutsell, Havko, Prioleau
7. SEDR 414 Shelley, Young
8. SEDR 416 J. Cook
9. SEDE 445 McWhorter

STANDARD V: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach mathematics.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SMTH 301 3 hrs. Basic Concepts of Elementary Mathematics (General Education Requirement)
2. SMTH 302 3 hrs. Basic Concepts of Elementary Mathematics (General Education Requirement)
3. SCSC 130 2 hrs. Introduction to Computer Technology (General Education Requirement)
4. SEDC 120 1 hr. Microcomputers in Education (General Education Requirement)
5. SEDE 446 3 hrs. Math for the Young Child

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SMTH 301 Whitener
2. SMTH 302 L. Cooke
3. SCSC 130 Harper, Codespoti, Cooke
4. SEDC 120 Davis
5. SEDE 446 Kay

STANDARD VI: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach biological and physical sciences and health.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SBIO 110 4 hrs. General Biology (General Education Requirement)
2. SPSH 101 & 101L 4 hrs. Introduction to Physical Science I
(General Education Requirement)
3. Science Elective 3/4 hrs.
4. SHED 221 3 hrs. Personal and Community Health
5. SHED 331 2 hrs. Health and Education for the Elementary School Child
6. SEDE 448 3 hrs. Science for the Young Child

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SBIO 110 Labanick, Wallace
2. SPSH 101 & 101L Barnes, Medez
3. Science Elective (Astronomy, Geology, Chemistry, or Physics)
4. SHED 221 Holder, Pucci
5. SHED 331 Bowman, Shelden
6. SEDE 448 Donovan

STANDARD VII: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach the social studies areas.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SGEG 121 4 hrs. Principles of Regional Geography
2. SHST 111 3 hrs. An Introduction to Western Civilization
(General Education Requirement)
3. SHST 112 3 hrs. An Introduction to Non-Western Civilization
(General Education Requirement)
4. SSOC 101 3 hrs. Introductory Sociology (General Education Requirement)
or
SPSY 101 3 hrs. Elementary Psychology (General Education Requirement)
5. SEDE 447 3 hrs. Social Studies for the Young Child
6. SGIS 201 3 hrs. American National Government
(General Education Requirement)

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SGEG 121 Hill
2. SHST 111 Boggs, Henderson
3. SHST 112 Booker, Brown, Wilson

4. SSOC 101 Flynn, Kuecker, Wenz
or SPSY 101 Lehman
5. SEDE 447 Young
6. SGIS 201 Lambert, Hess, C. Lee, Van Riper, Henderson

STANDARD VIII: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach fine arts.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. Art History 3 hrs. Any Art History (General Education Requirement)
2. SMUS 110 3 hrs. Introduction to Music
3. SAED 329 2 hrs. Art for Elementary Schools
4. SMUE 454 2 hrs. Music for Young Children
5. STHE 140 3 hrs. Public Address

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. Art History Hyde, Caputo, Lindsay, Hicks
2. SMUS 110 J.Janiec, Ragis, Perry
3. SAED 329 Nodine
4. SMUE 454 Lindsay
5. STHE 140 Cox, Drake, Hutsell, Martino, Havko, Prioleau

STANDARD IX: The program shall require experiences in organizing, planning, and implementing physical education activities and safety practices.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 221 3 hrs. Personal and Community Health
2. SHED 331 2 hrs. Health and Education for the Elementary School Child
3. SPED 315 2 hrs. Physical Education for the Elementary School Teacher

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 221 Pucci, Bowman
2. SHED 331 Bowman, Shelden
3. SPED 315 Austin, Bowman, Shelden

STANDARD X: The program shall require study and experiences designed to develop competence in enabling children to express themselves creatively in a variety of ways, including through the Arts.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SATH History 3 hrs. Any Art History (General Education Requirement)
2. SMUS 110 3 hrs. Introduction to Music (General Education Requirement)
3. SMUE 454 2 hrs. Music for Young Children
4. SAED 329 2 hrs. Art for Elementary Schools
5. SEDE 322 3 hrs. Survey of Early Childhood Education
6. SEDE 445 3 hrs. Language Development and Communicative Skill

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|---------------------------------|------------------------------|
| 1. SATH 105, 106, 205, 206, 207 | Hicks, Lindsay, Caputo, Hyde |
| 2. SMUS 110 | Janiec, Ragis, Lindsay |
| 3. SMUE 454 | Lindsay |
| 4. SAED 329 | Nodine |
| 5. SEDE 322 | McWhorter |
| 6. SEDE 445 | McWhorter |

STANDARD XI: The program shall require study and experiences designed to develop competencies which enhance the critical thinking ability of the learner in any content area.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|-------------|--------|--|
| 1. SEDR 414 | 3 hrs. | Reading I |
| 2. SEDR 416 | 3 hrs. | Reading II |
| 3. SEDE 321 | 3 hrs. | Survey of Early Childhood Education |
| 4. SEDE 445 | 3 hrs. | Language Development and Communicative Skill |
| 5. SEDE 446 | 3 hrs. | Math for the Young Child |
| 6. SEDE 447 | 3 hrs. | Social Studies for the Young Child |
| 7. SEDE 448 | 3 hrs. | Science for the Young Child |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|-------------|----------------|
| 1. SEDR 414 | Shelley, Young |
| 2. SEDR 416 | J. Cook |
| 3. SEDE 321 | McWhorter |
| 4. SEDE 445 | McWhorter |
| 5. SEDE 446 | Kay |
| 6. SEDE 447 | Young |
| 7. SEDE 448 | Donovan |

STANDARD XII: The program shall require study designed to develop competence in facilitating independent learning and decision-making skills in young children and early adolescents.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|-------------|--------|---|
| 1. SHED 331 | 2 hrs. | Health and Education for the Elementary Child |
| 2. SEDF 333 | 3 hrs. | Introduction to Child Psychology and Development |
| SEDF 333L | 0 hrs. | Laboratory in Child Growth and Development |
| 3. SEDF 334 | 3 hrs. | Introduction to Adolescent and Adult Psychology and Development |
| SEDF 334L | 0 hrs. | Laboratory in Adolescent and Adult Growth and Development |
| 4. SEDR 414 | 3 hrs. | Reading I |
| 5. SEDE 322 | 3 hrs. | Survey of Early Childhood Education |
| 6. SEDE 445 | 3 hrs. | Language Development and Communicative Skill |
| 7. SEDE 446 | 3 hrs. | Math for the Young Child |
| 8. SEDE 447 | 3 hrs. | Social Studies for the Young Child |
| 9. SEDE 448 | 3 hrs. | Science for the Young Child |

- | | | |
|--------------|--------|---------------------------------------|
| 10. SEDE 210 | 2 hrs. | Introduction to Education |
| 11. SEDE 485 | 2 hrs. | Classroom Management & Teaching |
| 12. SEDE 486 | 1 hr. | Measurement & Evaluation in Education |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|--------------|-----------------------------|
| 1. SHED 331 | Bowman |
| 2. SEDF 333 | McWhorter |
| SEDF 333L | McWhorter |
| 3. SEDF 334 | C. Smith |
| SEDF 334L | C. Smith |
| 4. SEDR 414 | Shelley, Young |
| 5. SEDE 322 | McWhorter |
| 6. SEDE 445 | McWhorter |
| 7. SEDE 446 | Kay |
| 8. SEDE 447 | Young |
| 9. SEDE 448 | Donovan |
| 10. SEDE 210 | Hawkins, C. Smith, Davisson |
| 11. SEDE 485 | Kay |
| 12. SEDE 486 | Hawkins |

STANDARD XIII: The program shall require study and experiences designed to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

- | | | |
|--------------|---------|---|
| 1. SHED 331 | 2 hrs. | Health & Education for the Elementary School Child |
| 2. SEDF 333 | 3 hrs. | Introduction to Child Psychology and Development |
| SEDF 333L | 0 hrs. | Laboratory in Child Growth and Development |
| 3. SEDF 334 | 3 hrs. | Introduction to Adolescent and Adult Psychology and Development |
| SEDF 334L | 0 hrs. | Laboratory in Adolescent and Adult Growth and Development |
| 4. SEDE 322 | 3 hrs. | Survey of early Childhood Education |
| 5. SEDE 445 | 3 hrs. | Language Development and Communicative Skill |
| 6. SEDE 446 | 3 hrs. | Math for the Young Child |
| 7. SEDE 447 | 3 hrs. | Social Studies for the Young Child |
| 8. SEDE 448 | 3 hrs. | Science for the Young Child |
| 9. SEDR 414 | 3 hrs. | Reading I |
| 10. SEDR 416 | 3 hrs. | Reading II |
| 11. SEDF 210 | 2 hrs. | Introduction to Education |
| 12. SEDF 341 | 3 hrs. | Education Procedures for Exceptional Children |
| 13. SPED 315 | 2 hrs. | Physical Education for the Elementary School Teacher |
| 14. SEDE 469 | 12 hrs. | Directed Teaching in Early Childhood Education |

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

- | | |
|-------------|-----------|
| 1. SHED 331 | Bowman |
| 2. SEDF 333 | McWhorter |
| SEDF 333L | McWhorter |

3. SEDF 334 C. Smith
SEDF 334 C. Smith
4. SEDE 322 McWhorter
5. SEDE 445 McWhorter
6. SEDE 446 Kay
7. SEDE 447 Young
8. SEDE 448 Donovan
9. SEDE 414 Young, Shelley
10. SEDE 416 J. Cook
11. SEDF 210 Hawkins, C. Smith
12. SEDF 341 Shelley, Cannon
13. SPED 315 Austin, Bowman, Shelden
14. SEDE 469 Washburn, Young

STANDARD XIV: The program shall require study and experiences designed to develop skills in the use of state and local resources and appropriate referral strategies.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 221 3 hrs. Personal and Community Health
2. SHED 331 2 hrs. Health and Education for the Elementary School Child
3. SEDR 414 3 hrs. Reading I
4. SEDR 416 3 hrs. Reading II
5. SEDF 341 3 hrs. Education Procedures for Exceptional Children

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 221 Pucci, Bowman
2. SHED 331 Bowman
3. SEDR 414 Shelley, Young
4. SEDR 416 J. Cook
5. SEDF 341 Shelley, Cannon

STANDARD XV: The program shall require experiences designed to develop the skills and ability to work with parents and other adults in the home, school, and community.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

1. SHED 331 2 hrs. Health and Education for the Elementary School Child
2. SEDF 210 2 hrs. Introduction to Education
3. SEDF 333 3 hrs. Introduction to Child Psychology and Development
- SEDF 333L 0 hrs. Laboratory in Child Growth and Development
4. SEDF 334 3 hrs. Introduction to Adolescent and Adult Psychology and Development
- SEDF 334L 0 hrs. Laboratory in Adolescent and Adult Growth and Development
5. SEDR 414 3 hrs. Reading I
6. SEDF 341 3 hrs. Education Procedures for Exceptional Children
7. SEDE 322 3 hrs. Survey of Early Childhood Education
8. SEDE 445 3 hrs. Language Development and Communicative Skill

9. SEDE 446	3 hrs.	Math for the Young Child
10. SEDE 447	3 hrs.	Social Studies for the Young Child
11. SEDE 448	3 hrs.	Science for the Young Child
12. SEDE 469	12 hrs.	Directed Teaching in the Early Childhood Education

SOURCES FOR VERIFICATION: SYLLABI - FACULTY LIST

1. SHED 331 Bowman
2. SEDF 210 C. Smith, Hawkins
3. SEDF 333 McWhorter
SEDF 333L McWhorter
4. SEDF 334 C. Smith
SEDF 334L C. Smith
5. SEDR 414 Shelley, Young
6. SEDF 341 Shelley, Cannon
7. SEDE 322 McWhorter
8. SEDE 445 McWhorter
9. SEDE 446 Kay
10. SEDE 447 Young
11. SEDE 448 Donovan
12. SEDE 469 Washburn, Young

This section was written by Dr. Karen Robertson of the School of Education.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.11

TITLE: ENGLISH

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science or Bachelor of Arts

3. Indicate the major or concentration declared by persons completing this program:

 English Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

Approximately forty (40) students are enrolled in the secondary English Education Program at USCS. These students take a balanced blend of courses in English language, American, world and British literatures, composition, secondary-level and curriculum pedagogy, the teaching of English Language Arts, and the foundations of education, all this in addition to a broad-based general education experience. A competent professional faculty in the fields of English, English Language Arts Education, and Education teach and advise in the program.

5. **Curriculum Pattern:** State the total number of semester hours required for each component of the program:

50 hours General education requirement

36 hours Specialization content

39 hours Professional education courses and experiences

3 hours Electives

128 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. 9 hours

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3/4 Volumes and periodicals in library related to this field

3 Laboratories and equipment as appropriate

3/4 Curriculum materials laboratory

3 Visiting arrangements with laboratory school or nearby public schools

3 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

STAFF DATA

DEPARTMENT: English

SCHOOL: USC-Spartanburg's Humanities & Science Sciences
(Division of Fine Arts, Languages & Literature)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Jim Charles	Assistant Professor	Ph.D.	Curr. & Inst. English	12 years	5 years	5 years	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers EDSE 720 (Grad.)	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers(4) Education Issues
T. Valentine		Ph.D.	Linguistics English				SEGL 101 SEGL 453	SEGL 101 SEGL 451 SEGL 490
H. McDuffie		Ph.D.	English				SEGL 459 SEGL 468	SEGL 425 SEGL 468
R. Merlock	Associate Professor	Ph.D.	English Journalism				SEGL 101 SEGL 398	SEGL 101
W. Carson	Instructor	M.A.	English				SEGL 102 SEGL 398 SEGL 291	SEGL 101 SEGL 276 SEGL 291

STAFF DATA

DEPARTMENT: English

SCHOOL: USC-Spartanburg's Humanities & Science Sciences

(Division of Fine Arts, Languages & Literature)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL, 1991
R. Predmore	Professor	Ph.D.	English				SEGL 102 SEGL 280 SEGL 398	SEGL 102 SEGL 280 SEGL 483
E. Seko	Professor	Ph.D.	English				SEGL 289 SEGL 401	SEGL 102 SEGL 290 SEGL 409
E. Davidson	Professor	Ph.D.	English				SEGL 102 SEGL 395 SEGL 423	SEGL 101 SEGL 289 SEGL 400
D. Knight	Professor	Ph.D.	English				SEGL 102 SEGL 290 SEGL 490	SEGL 101 SEGL 319 SEGL 419
B. Jong-Ebot		Ph.D.					SEGL 101	SEGL 100
D. Davenport	Instructor	M.Ed.	English				SEGL 100 SEGL 322 SEGL 485	SEGL 100 SEGL 100L SEGL 322 SEGL 398

STAFF DATA

DEPARTMENT: English

SCHOOL: USC-Spartanburg's Humanities & Science Sciences
(Division of Fine Arts, Languages & Literature)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
N. Moore	Professor	Ph.D.	English				SEGL 102 SEGL 426	SEGL 146 SEGL 102 SEGL 427
J. Cox	Associate Professor	M.A.	Theatre Speech				STHE 140 STHE 161 STHE 240 STHE 260	STHE 140 STHE 161 STHE 240 STHE 260 STHE 374

PROGRAM FOR
BACHELOR OF SCIENCE OR ARTS*
IN SECONDARY EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDS 473: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____ MAJOR FIELD _____ ENGLISH EDUCATION _____

GROUP I Fine Arts & Literature	Credit	Grade	Semester	GROUP IV Professional Education	Credit	Grade	Semester
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SEGL 101	3		
SEGL 102	3		
STHE 140	3		
Art History/ Appreciation	3		
Music History/ Appreciation	3		
Hours 15			

GROUP II Science & Mathematics

SBIO 110	4		
Physical Science	4		
SHED 221	3		
SMTH 120	3		
SMTH 201, SPSY 225 or SSOC 220	3		
SCSC 130	2		
SEDC 120	1		
Hours 20			

GROUP III Social & Behavioral Sciences

SGIS 201	3		
SSOC 101 or SANT 102	3		
SHST 101, 102, or 111	3		
SPSY 101	3		
SHST 112	3		
Hours 15			

A.	SEDF 210	2		
	SEDF 321	2		
	SEDF 333	3		
	SEDF 334	3		
	SEDF 341	3		
	SEDS 400	1		
	SEDS 410	1		
	SEDS 441	2		
	SEDS 445	2		
	SEDS 460	2		
	SEDR 418	3		
	SEDS 473	12		
	SEDF 485	2		
	SEDF 486	1		

Hours 39

B. English

SEGL 451	3		
SEGL 453 or 455	3		
or an approved linguistics course			
SEGL 459 or 468	3		
or an approved course in writing/writing theory			
SEGL 483	3		
SEGL 485	3		
SEGL 490	3		
British Lit.**	3		
American Lit.**	6		
SEGL 291 or other approved minority lit	3		
SEGL 407	3		
SEGL 275 or 276	3		
Hours 36			

C. Electives (0-3) _____

D. Other credits _____

TOTAL 128

*It is recommended that English education BA majors take at least semester hours of a foreign language.

**Denotes courses must be at the 300 level or above.

SUGGESTED SEQUENCE OF COURSES ENGLISH

FRESHMAN

SEGL 101	3	SEDF 210	2
SATH 105/106	3	SEGL 102	3
SBIO 110	4	PHYSICAL SCIENCE	4
SPSY 101	3	SGIS 201	3
SHED 221	<u>3</u>	SCSC 130	2
	16	SEDC 120	<u>1</u>
			15

SOPHOMORE

SEGL 275 OR 276	3	SEGL 291*	3
STHE 140	3	SMTH 120	3
SMUS 110	3	SEDF 321	2
SSOC 101 OR SANT 102	3	BRITISH LIT. ELEC.**	3
SHST 101, 102 OR 111	<u>3</u>	AMERICAN LIT. ELEC.**	3
	15	SHST 112	<u>3</u>
			17

JUNIOR

SMTH 201, SPSY 225, OR SSOC 220	3	SEDF 334	3
SEDF 333	3	SEDF 341	3
SEGL 451	3	SEGL 453 OR 455	3
SEGL 483	3	SEGL 485	3
AMERICAN LIT. ELEC.**	<u>3</u>	SEGL 407	3
	15	ELECTIVE	<u>3</u>
			18

SENIOR

SEDS 460	2	SEDS 473	12
SEDS 400	1	SEDF 485	2
SEDS 441	2	SEDF 486	<u>1</u>
SEDS 445	2		15
SEDR 418	3		
SEGL 459***	3		
SEGL 490	3		
SEDS 410	<u>1</u>		
	17		

*or other approved course in minority literature

**300 level or higher

***or other approved course in writing or writing theory

This program will require the student to enroll in one or more summer sessions in order to complete the major in 8 semesters.

3.5.11 ENGLISH

STANDARD I: The program shall require the study of language, including the following:

A. structure and history of the English language; its phonology, morphology, syntax, and semantics, including traditional and modern grammars

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

The nature and structure of the English language is presented in SEGL 451--Introduction to the Study of Language. Topics covered in this course include the biological aspects of the language: animal and human communication systems, first and second language acquisition, language and the brain; grammatical aspects of language: morphology, phonology, syntax, semantics, pragmatics, and traditional versus transformational grammars; and social aspects of language: social and regional variation, discourse, interethnic studies, and gender studies. A linguistics text and scholarly and popular articles, pertinent to linguistics issues, are required readings. Students collect their own data and analyze it.

The history and evolution of the English language are covered in the SEGL 453/455 course option. SEGL 453--Development of the English Language presents the historical development of the English language from its beginnings to the present day, i. e. the European origins of English, its development in Britain and America, and the present-day status of various Englishes around the world. In each historical period students are exposed to the phonological, morphological, lexical, syntactic, and semantic systems of the English language. A textbook and reserved articles pertinent to the development of English are required readings. Students collect linguistic data for analysis. A major project is reading at least one non-western English writing for linguistic analysis. SEGL 455--Language Study Applications is devoted to the study of language in its social context: how people around the world use language in social interaction. Topics on the social aspects of language include regional and social variation (i. e. varieties of American English, Black English, etc.), gender variation, ethnography of communication, discourse and language planning. Languages in western and non-western settings are examined. A sociolinguistics text and scholarly and popular articles pertinent to sociolinguistic issues are required readings. Students carry out sociolinguistic projects of data collection and analysis. One major project is tape recording a conversation, transcribing the language sample, and analyzing the discourse.

In SEDS 445--Teaching English in Secondary Schools the pros and cons of traditional grammar instruction in secondary school settings are course topics as is the historical development of the English language with particular emphasis on the varieties of English spoken today. The syntactic, semantic, and grammatical aspects of this standard are also covered by experiences and requirements in SEGL 101--Composition, SEGL 102--Composition and Literature, and in the SEGL 459/468 (Advanced Composition) course option.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157-159

SYLLABI: SEGL 451, SEGL 453, SEGL 455, SEDS 445, SEGL 101, SEGL 102,
SEGL 459, SEGL 468

CONTACT: Valentine, McDuffie, Merlock, Carson, Davenport, Charles

B. various personal, social, and communicative purposes of language, including attention to such factors as social and regional language variation, language for control and management of others such as the rhetoric of politics and advertising

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

This standard is directly addressed in the SEGL 453/455 course option. SEGL 453 presents the historical development of the English language from its beginnings to the present day, i. e. the European origins of English, its development in Britain and America, and the present-day status of various Englishes around the world. In each historical period students are exposed to the phonological, morphological, lexical, syntactic, and semantic systems of the English language. A textbook and reserved articles pertinent to the development of English are required readings. Students collect linguistic data for analysis. A major project is reading at least one non-western English writing for linguistic analysis. SEGL 455 is devoted to the study of language in its social context: how people around the world use language in social interaction. Topics on the social aspects of language include regional and social variation (i. e. varieties of American English, Black English, etc.), gender variation, ethnography of communication, discourse and language planning. Languages in western and non-western settings are examined. A sociolinguistics text and scholarly and popular articles pertinent to sociolinguistic issues are required readings. Students carry out sociolinguistic projects of data collection and analysis. One major project is tape recording a conversation, transcribing the language sample, and analyzing the discourse.

The standard is also addressed in SEGL 459--Advanced Rhetoric and Composition, a course which may be selected as an option for the advanced composition requirement. The course covers the study of language through various personal, social, and communicative processes, including attention to such factors as social and regional language variation and language for control and management of others.

Students enrolled in STHE 140--Public Speaking study the various purposes of language and how those purposes match with intent of the speaker and characteristics of the audience. Regional language variation is also a topic of the course. In SEDS 445--Teaching English in Secondary Schools students discuss the varieties of English spoken today as part of a treatment of the development of the English language and as part of a treatment of the topic of linguistic and cultural diversity in American schools and how English teachers successfully accommodate this diversity.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.159, 191, 156

SYLLABI: SEGL 453, SEGL 455, SEGL 459, STHE 140, SEDS 445

CONTACT: McDuffie, Valentine, Cox, Charles

C. basic differences and similarities in the structural and semantic attributes of written and oral discourse, attendant classical and contemporary rhetorical theories regarding both modes of discourse

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

The nature and structure of the English language is presented in SEGL 451--Introduction to the Study of Language. Topics covered in this course include the biological aspects of the language: animal and human communication systems, first and second language acquisition, language and the brain; grammatical aspects of language: morphology, phonology, syntax, semantics, pragmatics, and traditional versus transformational grammars; and social aspects of language: social and regional variation, discourse, interethnic studies, and gender studies. A linguistics text and scholarly and popular articles, pertinent to linguistics issues, are required readings. Students collect their own data and analyze it.

The history and evolution of the English language are covered in the SEGL 453/455 course option. SEGL 453 presents the historical development of the English language from its beginnings to the present day, i. e. the European origins of English, its development in Britain and America, and the present-day status of various Englishes around the world. In each historical period students are exposed to the phonological, morphological, lexical, syntactic, and semantic systems of the English language. A textbook and reserved articles pertinent to the development of English are required readings. Students collect linguistic data for analysis. A major project is reading at least one non-western English writing for linguistic analysis. SEGL 455 is devoted to the study of language in its social context: how people around the world use language in social interaction. Topics on the social aspects of language include regional and social variation (i. e. varieties of American English, Black English, etc.), gender variation, ethnography of communication, discourse and language planning. Languages in western and non-western settings are examined. A sociolinguistics text and scholarly and popular articles pertinent to sociolinguistic issues are required readings. Students carry out sociolinguistic projects of data collection and analysis. One major project is tape recording a conversation, transcribing the language sample, and analyzing the discourse.

This standard is also addressed through experiences and requirements in the SEGL 459/468 course option. SEGL 459 includes study of differences and similarities in structural and semantic attributes of written and oral discourse as well as rhetorical theories and modes of discourse. Rhetorical theories are also addressed in STHE 140, one of the general education requirements in the program.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.159, 191

SYLLABI: SEGL 451, SEGL 453, SEGL 455, SEGL 459, SEGL 468, STHE 140

CONTACT: Valentine, McDuffie, N. Moore, Davenport, Cox

D. processes whereby individuals acquire, understand, and use language

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

This standard is directly addressed through topics covered in SEGL 451--Introduction to the Study of Language which include the biological aspects of the language: animal and human communication systems, first and second language acquisition, language and the brain; grammatical aspects of language: morphology, phonology, syntax, semantics, pragmatics, and traditional versus transformational grammars; and social aspects of

language: social and regional variation, discourse, interethnic studies, and gender studies. A linguistics text and scholarly and popular articles, pertinent to linguistics issues, are required readings. Students collect their own data and analyze it.

This standard is also addressed through experiences and requirements in the SEGL 453/SEGL 455 course option. SEGL 453 presents the historical development of the English language from its beginnings to the present day, i. e. the European origins of English, its development in Britain and America, and the present-day status of various Englishes around the world. In each historical period students are exposed to the phonological, morphological, lexical, syntactic, and semantic systems of the English language. A textbook and reserved articles pertinent to the development of English are required readings. Students collect linguistic data for analysis. A major project is reading at least one non-western English writing for linguistic analysis. SEGL 455 is devoted to the study of language in its social context: how people around the world use language in social interaction. Topics on the social aspects of language include regional and social variation (i. e. varieties of American English, Black English, etc.), gender variation, ethnography of communication, discourse and language planning. Languages in western and non-western settings are examined. A sociolinguistics text and scholarly and popular articles pertinent to sociolinguistic issues are required readings. Students carry out sociolinguistic projects of data collection and analysis. One major project is tape recording a conversation, transcribing the language sample, and analyzing the discourse.

The acquisition of skills required for effective use of the English language by students is a topic covered in SEDS 445--Teaching English in Secondary Schools.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.159, 156

SYLLABI: SEGL 451, SEGL 453, SEGL 455, SEDS 445

CONTACT: Valentine, McDuffie, Charles

E. various social and cultural backgrounds and purposes of language use.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

A major project in SEGL 453 is reading at least one non-western English writing for linguistic analysis. SEGL 455 is devoted to the study of language in its social context: how people around the world use language in social interaction. Topics on the social aspects of language include regional and social variation (i. e. varieties of American English, Black English, etc.), gender variation, ethnography of communication, discourse and language planning. Languages in western and non-western settings are examined. A sociolinguistics text and scholarly and popular articles pertinent to sociolinguistic issues are required readings. Students carry out sociolinguistic projects of data collection and analysis. One major project is tape recording a conversation, transcribing the language sample, and analyzing the discourse.

This standard embodies the spirit of part of the rationale for the program's minority literature requirement, usually fulfilled through taking SEGL 291, Black American Literature, or SEGL 398, Studies in Languages and Literature, when appropriate topics 141[Women's Literature, Race Relations in Literature, American Indian Literature, etc.] are taught. In the general education SEGL 275/SEGL 276 (Masterpieces of World Literature)

requirement, students read and discuss non-western literary selections as part of each course.

In SEDS 445--Teaching English in Secondary Schools cultural diversity as manifest in language, literature and writing is a major course topic.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157-159, 156

SYLLABI: SEGL 453, SEGL 455, SEGL 291, SEGL 398 (appropriate minority literature topics only), SEGL 275, SEGL 276, SEDS 445

CONTACT: Valentine, McDuffie, Carson, Knight, Merlock, N. Moore, Davenport, Charles

STANDARD II: The program shall require study of composition, including the following:

A. types and elements of creative and expository writing

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

Types and elements of creative and expository writing are addressed in the two course sequence, SEGL 101 and SEGL 102, taken by all students in the program. Opportunity for further development of writing abilities and further discussion and elaboration of writing theories exists in the required SEGL 459/SEGL 468 (Advanced Composition) course option. In SEGL 459 expository writing skills and theories are emphasized, while in SEGL 468 creative writing skills and theories are emphasized.

In SEDS 445--Teaching English in Secondary Schools the writing process as it relates to various modes of discourse--personal, creative/poetic, expository, is carefully examined. Students keep a free expression journal and present a creative composition as part of the course.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157, 159, 156

SYLLABI: SEGL 101, SEGL 102, SEGL 459, SEGL 468, SEDS 445

CONTACT: Merlock, McDuffie, N. Moore, Davenport, Valentine, Carson, Charles

B. organizational patterns of expository writing such as comparison and contrast, cause and effect, example, classification, definition, and process

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

Aspects of expository writing form the core of the curriculum in SEGL 101 and SEGL 102. Students in these courses learn the characteristics of various types of exposition and also write expository papers of numerous types, including personal narratives, essays, comparison/contrast papers, process papers and term/research papers, each calling for use of causal relationships and definition of terms.

In the required SEGL 459/SEGL 468 course option, students have opportunities for advanced applications of writing skills acquired in SEGL 101 and 102. In several professional education courses written research projects are required. These courses

include SEDS 410 (a qualitative research project), SEDS 441 (a research project on curriculum topics related to multicultural education) and SEDS 445 (a research report on an issue/trend in English Language Arts education). Students are required to write expository essays, comparing and analyzing various literary works, in virtually every English class they take as part of the program in Secondary English Education.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157, 159, 155-156

SYLLABI: SEGL 101, SEGL 102, SEGL 459, SEGL 468, SEDS 410, SEDS 441,
SEDS 445

CONTACT: McDuffie, Merlock, N. Moore, Davenport, Valentine, Carson, J. Charles

C. rhetorical elements such as unity, coherence, and emphasis; and editorial elements such as usage, punctuation, and spelling

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

These topics, concepts, and skills are thoroughly covered in the writing course sequence, SEGL 101 and SEGL 102, required of all students at USCS. Opportunities for further development of these skills and further understanding of these concepts are provided in the SEGL 459/SEGL 468 course option and in SEDS 445 where these topics are addressed in an analysis of the process approach to writing instruction. It is not stretching it to suggest that these concepts are taught/reinforced in any courses requiring papers which are evaluated by a competent writing instructor. More specific study of these concepts occurs in the SEGL 453/455 course option (see detailed descriptions of what is covered in these courses in sections A and B, above.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157-160, 156

SYLLABI: SEGL 101, SEGL 102, SEGL 459, SEGL 468, SEDS 445,
various literature course syllabi

CONTACT: Charles, Merlock, Knight, McDuffie, Davenport, Carson, Valentine

D. research writing, including the use of library research materials.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

All English education majors conduct research and write research papers. In SEGL 101/SEGL 102 they are taught how to do research writing. Various literature courses require written research as do the following courses taken by English education majors as part of their professional coursework--SEDS 410, SEDS 441 and SEDS 445.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157-160, 156

SYLLABI: SEGL 101, SEGL 102, various literature course syllabi, SEDS 441,
SEDS 445

CONTACT: Charles, Davenport, Carson, Merlock, Knight, McDuffie, Valentine

STANDARD III: The program shall require study of literature, including the following:

A. a representative body of English, American, and world literature; including adolescent literature, contemporary literature, non-western literature, and the literature of minority groups of the United States.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

In the SEGL 275/SEGL 276 students read and study western and non-western world literature. Students are also required to study American literature and British literature. In SEGL 291, Black American Literature, students read contemporary as well as selections from the 18th and 19th centuries. All English education majors study contemporary adolescent literature selections in SEGL 485. In SEDS 445--Teaching English in Secondary Schools students debate/discuss issues and trends related to reading and literature, including the need for adequate representation of genres, literary eras, genders, and racial/ethnic/ cultural backgrounds in a secondary-level reading/literature program.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157-159, 156

SYLLABI: SEGL 275, SEGL 276, SEGL 291, SEGL 398, SEGL 485, SEDS 445

CONTACT: Knight, Carson, N. Moore, Davenport, McDuffie, Valentine, Charles

B. literary genres

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

Students read various literary genres as models of effective writing in SEGL 101--Composition, SEGL 102--Composition and Literature, and in the SEGL 459/468 (Advanced composition) course option. Various genres are read in the required SEGL 275/SEGL 276 (Masterpieces of World Literature) course option. In SEGL 490--Senior Seminar in English students read various literary genres. Throughout the course of their program, English education majors read poetry, drama, short stories, novels, and various non-fiction genres to include essays, research reports, biography and autobiography. In SEGL 485--Adolescent Literature students study these genres as composed by "Young Adult Literature" writers. In SEDS 445--Teaching English in Secondary Schools the teaching of various literary genres is covered in a general discussion of issues and trends in reading/literature instruction. Teaching the writing of various literary genres is covered as part of the course as well.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.157-160, 156

SYLLABI: SEGL 101, SEGL 102, SEGL 459, SEGL 468, various SEGL literature course syllabi, SEGL 407, SEGL 485, SEGL 490, SEDS 445

CONTACT: Merlock, Seko, Valentine, Knight, Davenport, Jong-Ebot, McDuffie, Davidson, Carson, Charles

C. representative works of one or more major writers, including Shakespeare

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

The program for BS or BA in Secondary Education, English Education requires that students take a core of literature courses. Courses and representative writers from those courses include: 3 hours of British literature above the 300 level--Spenser, Donne, Johnson, Milton, Swift, Pope, Blake, Wordsworth, Coleridge, Shelley, Keats, Woolfe, Shaw, Lawrence, Conrad, Orwell, and Huxley; 6 hours of American literature above the 300 level--Melville, Hawthorne, Whitman, Poe, Dickinson, Emerson, Thoreau, Frost, Cather, Hemingway, Fitzgerald, Faulkner; SEGL 291, Black American literature--Toomer, Hughes, Hurston, Wright, Ellison, Walker; SEGL 407--Shakespeare, Shakespeare; SEGL 485--Adolescent Literature, Steinbeck, Angelou, Hinton, Cormier.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, pp.158-160

SYLLABI: SEGL 411, SEGL 417, SEGL 423, SEGL 426, SEGL 428, SEGL 291,
SEGL 398, SEGL 407, SEGL 485, SEGL 490

CONTACT: Carson, Predmore, N. Moore, Davidson, Seko, McDuffie, Davenport,
Knight, Valentine, Merlock

D. approaches to literary analysis and criticism.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

Although literary analysis and criticism are required in all literature courses, these topics are directly addressed as theoretical constructs in SEGL 483--Theory of Literary Criticism. Reader-response and whole language critical approaches are treated in detail in SEDS 445.

SOURCES FOR VERIFICATION:

MATERIALS: Program for BS or BA in Secondary Education, English Education
USCS 1991-93 Catalog, p.157-160, 156

SYLLABI: SEGL 483 syllabus, various literature course syllabi, SEDS 445 syllabus

CONTACT: Predmore, Charles

This section was written by Dr. Jim Charles of the School of Education.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.21

TITLE: MATHEMATICS

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science

3. Indicate the major or concentration declared by persons completing this program:

 Mathematics Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

Approximately 45 students are enrolled in the secondary Mathematics Education Program at USCS. These students take a balanced blend of courses in algebra, geometry, trigonometry, analysis, calculus, probability, statistics, problem solving, computer applications, secondary-level curriculum, pedagogy, the teaching of Mathematics, and the foundations of education, all this in addition to a broad-based general education experience. A competent professional faculty in the fields of Mathematics, Mathematics Education, and Education teach and advise in the program.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

55/57 hours General education requirement

32/33 hours Specialization content

39 hours Professional education courses and experiences

3 hours Electives

128/132 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. 10/12 hours

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3/4 Volumes and periodicals in library related to this field

2/3 Laboratories and equipment as appropriate

3/4 Curriculum materials laboratory

3 Visiting arrangements with laboratory school or nearby public schools

3 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

STAFF DATA

DEPARTMENT: Mathematics/Computer Science

SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Mathematics & Computer Science)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
James Anderson	Professor	Ph.D.	Mathematics	22 years	2 years	0	SMTH 141 SMTH 174 SMTH 534	SMTH 142 SMTH 174 SMTH 543
Guy Jacobsohn	Associate Professor	M.A.	Math Electric Engineering French	26 years 1yr. 6mo	21 years	0	SMTH 122 SMTH 125 SMTH 142	SMTH 122 SMTH 125 SMTH 241
Michael Haper	Instructor	M.S.	Computer Science	8 years	7 years	0	SCSC 137 SCSC 140	SCSC 130 SCSC 140
Jerome Lewis	Associate Professor	Ph.D.	Mathematical Sciences	12 years	9 years	0	SCSC 130 SCSC 210 SCSC 232	SCSC 137 SCSC 320 SCSC 420
Jimmy Gilbert	Professor	Ph.D.	Mathematics	33 years	5 years	0	SMTH 125 SMTH 554 SMTH 599	SMTH 99 SMTH 121 SMTH 122 SMTH 123

STAFF DATA

DEPARTMENT: Mathematics/Computer Science SCHOOL: USC-Spartanburg's Humanities and Sciences

(Division of Mathematics & Computer Science)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Linda Gilbert	Professor	Ph.D.	Mathematics	19 years	5 years	0	SMTH 119 SMTH 122 SMTH 125	SMTH 121 SMTH 125 SMTH 141
Linda Cooke	Instructor	M.M.	Mathematics	22 years	5 years	12 years	SMTH 121 SMTH 301 SMTH 302	SMTH 99 SMTH 121 SMTH 302
Charles Stavelly	Associate Professor	M.S.	Mathematics	28 years	23 years	3 years	SMTH 119 SMTH 121 SMTH 201	SMTH 99 SMTH 121 SMTH 201
M.B. Ulmer	Professor	Ph.D.	Analysis Applied Math Statistics	22 years	19 years	0	SMTH 550 SMTH 141 SMTH 174	SMTH 141 SMTH 560 SMTH 174
Celia Adair	Professor	Ph.D.	Mathematics	19 years	10 years	0	SMTH 198 SMTH 141	SMTH 122 SMTH 554

STAFF DATA

DEPARTMENT: Mathematics/Computer Science

SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Mathematics & Computer Science)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Edward Wilde	Professor	Ph.D. M.S. M.S.	Mathematics Statistics Math Ed	Full time 15 Part time 15	5 years	1 year	SMTH 512	SMTH 315
Jim Spencer	Professor	Ph.D.	Mathematics	25 years	2 years	0	SMTH 141 SMTH 241 SMTH 242	SMTH 142 SMTH 531 SMTH 141
Barry Parris	Lecturer	M.S.	Computer Science	5 years	13 years	0	SCSC 131 SCSC 240 SCSC 530	SCSC 131 SCSC 236 SCSC 511 SCSC 580

DEPARTMENT: Mathematics

STAFF DATA
SCHOOL: USC-Spartanburg's School of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Cindy Kay	Assistant Professor	Ed.D.	Elementary Education	7 years	1 year	7 years	SEDL 446 SEDF 485 SEDS446 EDEL 475 SEDL 470	SEDL 446 SEDF 485 SEDS 446 (2)EDEL 745
William C. Bruce	Professor	Ed.D.	Curriculum	26 years	13 years	6 years	SEDL 441 SEDL 447 Student Teachers	SEDL 441 SEDL 447 Student Teachers
Edward Donovan	Associate Professor	Ph.D.	Science Education	16 years	5 years	9 years	SEDE 448 SEDL 448 SEDS 448 EDUC 634B	SEDE 448 SEDL 448 SEDS 448 EDTE 701
Jim Charles	Assistant Professor	Ph.D.	Curr. & Inst. English	12 years	5 years	5 years	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers EDSE 720 (Grad)	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers (4) Education Issues

STAFF DATA

DEPARTMENT: Mathematics

SCHOOL: USC-Spartanburg's School of Education

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Mim Shelden	Professor	Ph.D.	Physical	25 years	15 years	2 years	SPED 315 SPED 320 SPED 201	SPED 545 SEDC 120 SUNV 102 SPED 479

PROGRAM FOR
BACHELOR OF SCIENCE
IN SECONDARY EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDS 478: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____ MAJOR FIELD _____ MATH EDUCATION _____

GROUP I Fine Arts & Literature

	Credit	Grade	Semester
--	--------	-------	----------

SEGL 101	3		
SEGL 102	3		
Literature	3		
SEGL 275 or 276	3		
STHE 140	3		
Art History/ Music Appreciation	3		

Hours 18

GROUP II Science & Mathematics

	Credit	Grade	Semester
--	--------	-------	----------

SBIO 110	4		
Physical Science	4		
SMTH 125*	4/6		
SMTH 174	3		
SCSC 140	3		
SEDC 120	1		
SHED 221	3		

Hours 22/24 *This requirement can be fulfilled through the SMTH 121 and SMTH 123 sequence (6 hours)

GROUP III Social & Behavioral Sciences

	Credit	Grade	Semester
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SGIS 201	3		
SSOC 101	3		
SHST 101, 102, or 111	3		
SPSY 101	3		
SHST 112	3		

Hours 15

GROUP IV Professional Education

	Credit	Grade	Semester
--	--------	-------	----------

A.	SEDF 210	2		
	SEDF 321	2		
	SEDF 333	3		
	SEDF 334	3		
	SEDF 341	3		
	SEDS 400	1		
	SEDS 410	1		
	SEDS 441	2		
	SEDS 446	2		
	SEDS 460	2		
	SEDR 418	3		
	SEDS 478	12		
	SEDF 485	2		
	SEDF 486	1		

Hours 39

B. Mathematics

	Credit	Grade	Semester
--	--------	-------	----------

SMTH 141	4		
SMTH 142	4		
SMTH 241	4		
SMTH 315 or 512	3		
SMTH 531	3		
SMTH 543	3		
SMTH 544	3		
Electives**	8/9		

** SMTH 242 or higher or Computer Science electives higher than SCSC 140

Hours 32/33

C. Electives (0-3)

D. Other credits

TOTAL 129/132

SUGGESTED SEQUENCE OF COURSES MATH EDUCATION

FRESHMAN

SEGL 101	3	SEGL 102	3
SATH 105/106 OR SMUS 110	3	SEGL 275 OR 276	3
SBIO 110	4	PHYSICAL SCIENCE	4
SPSY 101	3	SMTH 174	3
SMTh 125*	3	SCSC 140	3
	<hr/> 17		<hr/> 16

SOPHOMORE

SEDF 210	2	SEDC 120	1
LITERATURE ELEC.	3	SGIS 201	3
STHE 140	3	SMTH 142	4
SSOC 101	3	SEDF 321	2
SMTH 141	4	SHST 112	3
SHST 101, 102, OR 111	3	Elective	3
	<hr/> 18		<hr/> 16

JUNIOR

SEDF 341	3	SEDF 334	3
SEDF 333	3	SMTH 315 or 512	3
SHED 221	3	SMTH 531	3
SMTH 241	4	SMTH 544	3
SMTH ELEC. or or SCSC ELECTIVE**	4	SEDR 418	3
	<hr/> 17		<hr/> 15

SENIOR

SEDS 460	2	SEDS 478	12
SEDS 400	1	SEDF 485	2
SEDS 441	2	SEDF 486	1
SEDS 446	2		<hr/> 15
SMTH 543	3		
MATH ELEC. or SCSC ELEC.**	4		
SEDS 410	1		
	<hr/> 15		

*or SMTH 121 (First Semester) and SMTH 123 (Second Semester)

**See stipulations regarding these electives on reverse

This program will require the student to enroll in one or more summer sessions in order to complete the major in 8 semesters.

3.5.21 MATHEMATICS

STANDARD I: The program shall require demonstrated competence in understanding the basic concepts of algebra; elementary and trigonometric functions; Euclidean and non-Euclidean geometry; analytic geometry and calculus; probability, statistics, and modern linear and abstract algebra.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Basic concepts of Algebra are covered in SMTH 121 and SMTH 125--Precalculus Mathematics. Trigonometric functions are covered in SMTH 123--College Trigonometry and SMTH 125. In SMTH 531--Foundations of Geometry students learn Euclidean and non-Euclidean geometry. Analytic geometry and calculus are topics of the three-course sequence, SMTH 141, 142, and 241. Probability and statistics are covered in the SMTH 315 or SMTH 512 option. Modern linear and abstract algebra are topics covered in SMTH 544--applied Linear Algebra.

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, pp.82-83; 172-175

SYLLABI: SMTH 121, 123, 125, 531, 141, 142, 241, 315, 512, 544

CONTACT: J. Gilbert, L. Gilbert, L. Cooke, Stavely, Ulmer, Adair, Wilde, Spencer, Anderson, Jacobsohn.

STANDARD II: The program shall require demonstrated competence in understanding standard mathematics vocabulary and symbols and of the logical principles used in mathematical proofs.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Successful completion of the requirements in the mathematics courses numbered SMTH 125, 174, 141, 142, 241, and 315 ensures that the student is competent in using the standard undergraduate vocabulary and notation of mathematics and statistics. These same courses also provide some exposure to the logical principles used in mathematical proofs, but mathematics courses numbered SMTH 531, 543, and 544 are those that require construction of valid mathematical arguments. These demonstrations are included in the examinations as well as the work assignments.

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, pp. 82-83; 172-175

SYLLABI: SMTH 125, 174, 141, 142, 241, 315, 531, 543, 544

COURSE EXAMS: SMTH 125, 174, 141, 142, 241, 315, 531, 543, 544

CONTACT: J. Gilbert, L. Gilbert, Stavely, Adair, Ulmer, Wilde, Spencer, Anderson, Jacobsohn

STANDARD III: The program shall require demonstrated competence in understanding number concepts and computational algorithms, including estimation and approximation, and in using appropriate models and manipulatives.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The standard is met in SEDS 446, Teaching Mathematics in Secondary Schools. Number concepts and computational algorithms are addressed in objectives 1c, 1d, 1e, and 1f. Estimation and approximation are addressed in general goal statement, objective 1 and objective 2.

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, p.156

SYLLABI: SEDS 446 syllabus

CONTACT: Kay

STANDARD IV: The program shall require demonstrated competence in understanding the intellectual, historical, and philosophical nature of mathematics, methods of applying mathematical principles to other disciplines, and the relationship of mathematics to social conditions through technology.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

In SMTH 174--Elements of Discrete Mathematics students explore the philosophical nature of mathematics through the study of logic. The courses numbered SMTH 531--Foundations of Geometry, SMTH 543--Algebraic Structures I and SMTH 544--Applied Linear Algebra require the students to investigate how mathematics evolves as a thinking process. In addition, during SMTH 531 students read and discuss the historical development of geometry as a discipline. Students apply principles of mathematics to other disciplines and to investigate the relationship of mathematics to social conditions in the courses numbered SMTH 141--Calculus I, SMTH 142--Calculus II, SMTH 241--Multivariable Calculus, SMTH 242--Elementary Differential Equations, and SMTH 315--Statistical Methods I or SMTH 512--Probability and Statistics. In all of these courses instructors relate the mathematical content to engineering, physics, and other sciences. In SEDS 460--Secondary School Teaching Methodology, students must complete a research project which ties mathematics curriculum to multicultural education (and by extension to "social conditions"). Finally, in the SMTH 315 or SMTH 512 course option, students investigate applications of statistics and probability to various technological developments.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

MATERIALS: USCS 1991-93 Catalog, pp.172-175, 156

SYLLABI: SMTH 174, 531, 315, 512, 141, 142, 241, 242, 531, 543, 544; SEDS 446, 460

CONTACT: J. Gilbert, L. Gilbert, Ulmer, Wilde, Anderson, Spencer, Jacobsohn, Kay, Charles

STANDARD V: The program shall require demonstrated competence in the selection and creation of appropriate mathematical models to solve applied problems.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Mathematical models are an integral part of work assignments and tests in the required

mathematics courses numbered 315 and lower (SMTH 121, 125, 174, 141, 142, 241, 315). The required sequence of three calculus courses is especially strong in the use of derivatives and integrals to solve applied problems in engineering and the physical sciences. Models and applications are given appropriate consideration in the selection of textbooks to maintain a satisfactory level of competence in this area.

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, pp.82-83, 172-175

SYLLABI & TEXTBOOKS: SMTH 121, 125, 174, 141, 142, 241, and 315

CONTACT: J. Gilbert, L. Gilbert, L. Cooke, Wilde, Adair, Stavely, Ulmer, Spencer, Anderson

STANDARD VI: The program shall require demonstrated competence in identifying, developing and solving problems involving the application of mathematical concepts, principles, and problem-solving strategies.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Inherent in every mathematics course are identifying, developing and solving problems involving the application of mathematical concepts, principles, and problem-solving strategies. In addition, problem-solving, as outlined by the NCTM's Standards for Curriculum and Evaluation, is the primary focus of SEDS 446, Teaching Mathematics in Secondary School (see objective #1 on course syllabi).

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, pp.82-83; 172-715

SYLLABI for required SMTH courses; SEDS 446

CONTACT: L. Gilbert, J. Gilbert, L. Cooke, Adair, Ulmer, Wilde, Kay

STANDARD VII: The program shall require demonstrated competence in using calculators and computers in mathematical applications and problem-solving.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Opportunities to utilize the calculator for math applications and problem solving exist in almost every required course. Calculators are used throughout the program for simple calculations, algorithmic functions, and trigonometric functions. In SMTH 141 and SMTH 142, computers with special software packages are being used for graphing, discovery, and exploration of mathematical concepts and problem solving. The program has been improved by requiring such courses as SCSC 140, rather than leaving them as electives. SEDC 120--Microcomputers in Education also provides computer experience valuable to those planning to use computers as teaching tools. USCS produces mathematics education students competent in calculator and computer usage.

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, pp.82-83, 172-715, and 142, 152

SYLLABI: SCSC 140, SEDC 120, SMTH 141, 142

CONTACT: Adair, Spencer, Anderson, L. Gilbert, J. Gilbert, Ulmer, Donovan, Davis, Shelden

STANDARD VIII: The program shall require demonstrated competence in using an appropriate computer language to write programs.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

SCSC 140 is a required course for all secondary mathematics education majors. In this course students are taught problem-solving and algorithmic design in the computer language Modula-2. Each student is required to write several programs, and a large percentage of their grade is based on these program assignments. Therefore, any student earning a grade of C or better in this course is competent in using a computer language to write programs. In SECD 120--Microcomputers in Education, students write simple programs in one of three computer languages--LOGO, BASIC, or PILOT.

SOURCES FOR VERIFICATION:

MATERIALS: Program for Bachelor of Science in Secondary Education--Math Education
USCS 1991-93 Catalog, pp.82-83, 172-175, 147, 152

SYLLABI: SCSC 140, SEDC 120

CONTACT: D. Cooke, Harper, Lewis, Parris, Donovan, Davis, Shelden

This section was written by Dr. Jim Charles and Dr. Cindy Kay of the School of Education and a liaison team from the Mathematics and Computer Sciences Department assisted by Dr. Linda Cooke of the Mathematics and Computer Sciences Department.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.24

TITLE: PHYSICAL EDUCATION

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science Major in Physical Education

3. Indicate the major or concentration declared by persons completing this program:

 Physical Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The physical education program is designed to prepare students to teach physical education in grades K-12. Like other majors in the School of Education, physical education majors take a core program in the liberal arts and professional program that includes the professional education requirements and subject area requirements. Laboratory experiences and practica comprise an important part of the curriculum beginning in the sophomore year. Students are required to visit for observation and participation in two sophomore and one senior classes, as well as to participate in 15 hours of laboratory work and a semester of directed teaching.

General requirements of 67 hours are divided into three groups. Group I includes English, speech, and art or music. Group II includes three biology courses (General Biology, Anatomy, and Physiology); Mathematics 120, Mathematics 201 or Sociology 220 or Psychology 225 (statistics); one physical science course; three health classes (Personal and Community Health, Teaching Health in Elementary School, and First Aid); and 2 computer science courses. Group III includes government, psychology history, and one other social science course.

Major requirements total 59 hours. The following professional education courses are taken: Introduction to Education 210, Reading in the Content Area 418, Classroom

Management 485, Secondary School Curriculum 441, and Directed Teaching 479. The subject areas requirements are: Introduction to Physical Education 101, Teaching of Physical Education 201, Measurement and Evaluation of Physical Education 545, Organization and Administration of Physical Education 553, Adaptive Physical Education for the Exceptional Child 562, Exercise Physiology 400, Biomechanics 402, Physical Education for Elementary School Teachers 315, Individual and Dual Sports 320, Folk, Square, and Social Dance 330, Gymnastics and Tumbling 350, Team Sports 360, Introduction to Athletic Training 270 and additional physical education courses bringing the total for subject area requirements to 38 hours.

The program underwent major revision 2 years ago. At that time Exercise Physiology, Biomechanics, Athletic Training, and Classroom Management were added to the program.

The equivalent of two and one-quarter persons teach the complete major and almost all activity courses for both major and non-major students. For the past few years, the enrollment in the physical education program has averaged fifty (50) students.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

67 hours General education requirement

38 hours Specialization content

21 hours Professional education courses and experiences

2 hours Electives

128 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. 2 hours First Aid

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3 Volumes and periodicals in library related to this field

- 3 Laboratories and equipment as appropriate
- 3 Curriculum materials laboratory
- 5 Visiting arrangements with laboratory school or nearby public schools
- 2 Other media for experience or observation (video-tapes, etc.)

Comments:

The physical education program members are continually adding to the supplies for the program as needed and as money is available.

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

DEPARTMENT: Physical Education

STAFF DATA
SCHOOL: USC-Spartanburg's School of Education

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Joseph C. Bowman	Professor	Ed.D.	Health/Ph	23 years	21 years	0	SPED 479 SHED 331 SPED 350 SHED 400	SHED 331 SREC 201 SPED 330
Tamara Holder	Instructor	M.S.	Physical	4 years	2 years	2 years	SHED 221 SPED 127	SPED 120 SPED 125
Miriam F. Sheldon	Professor	Ph.D.	Physical	25 years	15 years	2 years	SPED 315 SPED 320 SPED 201	SPED 545 SEDC 120 SUNV 102 SPED 479
Jerry Waters	Instructor	M.S.	Health/Ph	25 years	11 years	12 years	SPED 160	SPED 265
Sara Austin	Part Time	M.S.	Physical	24 years	3 years	24 years	SPED 315	
Chuck White	Part Time	Ph.D.	Physical	18 years	5 years	8 years	SPED 562	
Janice Cook	Part Time						SHED 221	SHED 221

PROGRAM FOR
BACHELOR OF SCIENCE
IN PHYSICAL EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SPED 479: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____

GROUP I Fine Arts & Literature	Credit	Grade	Semester
SEGL 101	3		
SEGL 102	3		
SEGL 275/276 OR SHST 112	3		
LITERATURE ELECTIVE	3		
STHE 140	3		
Music or Art History/ Appreciation	3		

Hours 18

GROUP II Science & Mathematics

SBIO 110	4		
SBIO 232	4		
SBIO 242	4		
Physical Science/Elective	4		
SMTH 120	3		
SMTH 201/ SPSY 225/SSOC 220	3		
SHED 221	3		
SHED 331	2		
SHED 170	2		
SCSC 130	2		
SEDC 120	1		

Hours 32

**GROUP III Social &
Behavioral Sciences**

SGIS 201	3		
SPSY 101	3		
SPSY 302	3		
SHST 101, 102, 111	3		
Elective from Soc. & Behav. Science, General Ed. requirement	3		

Hours 15

GROUP IV Professional Education	Credit	Grade	Semester
A. SEDF 210	2		
SEDR 418	3		
SEDS 441	2		
SEDF 485	2		
SPED 479	12		

HOURS 21

**B. Physical Education
Theory**

SPED 101	3		
SPED 201	3		
SPED 270	2		
SPED 400	3		
SPED 402	3		
SPED 545	3		
SPED 553	3		
SPED 562	3		
SPED elective	3		

Skills & Methods

SPED 315	2		
SPED 320	2		
SPED 330	2		
SPED 350	2		
SPED 360	2		
Activity courses	4		

HOURS 40

ELECTIVE (2) _____

TOTAL 128

SUGGESTED SEQUENCE
PHYSICAL EDUCATION

FIRST SEMESTER (17)

SEGL 101	3
SGIS 201	3
SHED 221	3
SPED 101	3
SATH106/SMUS 110	3
SPED ACTIVITY	1
SPED ACTIVITY	<u>1</u>
	17

SECOND SEMESTER (17)

SEGL 102	3
SBIO 110	4
SPSY 101	3
SCSC 130	2
SEDC 120	1
SHST ELEC. 101, 102, 111	3
SPED ACTIVITY	<u>1</u>
	17

THIRD SEMESTER (17)

STHE 140	3
SPED 201	3
SBIO 232	4
SEDF 210	2
SPED 350	2
LITERATURE ELEC.	<u>3</u>
	17

FOURTH SEMESTER (17)

SBIO 242	4
SMTH 120	3
SPSY 302	3
SPED 320	2
SHED 170	2
SHST 112, SEGL 275/276	<u>3</u>
	17

FIFTH SEMESTER (16)

SPED 400	3
SPSY 225, SMTH 201, or SSOC 220	3
PHYSICAL SCIENCE ELEC.	4
SPED 330 OR 360	2
SPED 270	2
SPED 315	<u>2</u>
	16

SIXTH SEMESTER (15)

SHED 331	2
SPED 402	3
SPED 545	3
SEDR 418	3
SOC. SCI. ELECTIVE	3
SPED ACTIVITY	<u>1</u>
	15

SEVENTH SEMESTER (15)

SPED 562	3
SPED 553	3
SEDS 441	2
ELECTIVE	2
SPED ELECTIVE	3
SPED 330 OR 360	<u>2</u>
	15

EIGHTH SEMESTER (14)

SPED 479	12
SEDF 485	<u>2</u>
	14

3.5.24 PHYSICAL EDUCATION

STANDARD I: The program shall require demonstrated competence in the knowledge of the biological sciences, including physiological, anatomical, and mechanical principles pertaining to the structure and function of the human body.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Evidence: SBIO 232, SBIO 242, SPED 400, SPED 402

For the section “the program shall require demonstrated competence in the knowledge of biological sciences, including physiological, anatomical, ...pertaining to the structure and function of the human body”, the program requires:

SBIO 232 Human Anatomy
SBIO 242 Human Physiology
SBIO 400 Exercise Physiology

For the section “the program shall require demonstrated competence in the knowledge of biological sciences, including...mechanical principles pertaining to the structure and function of the human body.” the program requires:

SPED 402 Biomechanics

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, p.90, Physical Education Program Sheet, Course Syllabi.

STANDARD II: The program shall require demonstrated competence in the knowledge of and experiences in motor development and function of the body in exercise and movement.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Evidence: SPED 315, SPED 320, SPED 360, SPED 400, SPED 402,
SPED 330, SPED 350

To “require demonstrated competence in the knowledge of and experiences in motor development and function of the body in exercise and movement” the program requires the following courses:

SPED 315 Physical Education for the Elementary School Teacher
SPED 320 Individual and Dual Sports
SPED 330 Folk, Square, and Social Dance
SPED 350 Gymnastics and Tumbling
SPED 360 Team Sports
SPED 400 Exercise Physiology
SPED 402 Biomechanics

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, pp.89-90, Physical Education Program Sheet, Course Syllabi

STANDARD III: The program shall require demonstrated competence in the knowledge of and experiences in the development of performance skills in a variety of physical activities.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Evidence: SPED 320, SPED 350, SPED 360, SPED 330, SPED activities

Students demonstrate “competence in the knowledge of and experiences in the development of performance skills in a variety of physical activities” within the following requirements:

SPED 320 Individual and Dual Sports
SPED 330 Folk, Square, and Social Dance
SPED 350 Gymnastics and Tumbling
SPED 360 Team Sports
and must select 4 activities from the following:
SPED 120 Fundamentals of Movement and Body Conditioning
SPED 121 Golf and Bowling
SPED 122 Tennis and Badminton
SPED 125 Combatives
SPED 127 Handball and Racquetball
SPED 128 Aerobics
SPED 130 Modern Dance
SPED 140 Adult Recreational Sports
SPED 150 Beginning Gymnastics and Tumbling
SPED 160 Flag Football, Basketball, Softball
SPED 163 Field Hockey and Volleyball
SPED 180 Swimming
SPED 280 Swimming and Water Safety

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, p.90, Physical Education Program Sheet, Course Syllabi

STANDARD IV: The program shall require demonstrated competence in the knowledge of and experiences related to conditioning, exercise, and health-related fitness.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS:

Evidence: SPED 315, SPED 320, SPED 350, SPED 360, SPED 400

For evidence requiring “demonstrated competence in the knowledge of and experiences related to conditioning, exercise, and health-related fitness the following courses are required:

SPED 315 Physical Education for Elementary School Teachers
SPED 320 Individual and Dual Sports
SPED 350 Gymnastics and Tumbling
SPED 360 Team Sports
SPED 400 Exercise Physiology

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, pp.89-90, Physical Education Program Sheet, Course Syllabi

STANDARD V: The program shall require demonstrated competence in the knowledge of safety precautions, injury prevention, water safety, and legal issues.

Evidence: SPED 315, SPED 320, SPED 350, SPED 360, SPED 270,
SPED 553, SHED 170, SPED activity classes

For the section of “demonstrated competence in the knowledge of safety precautions ... and legal issues” the following are required:

SPED 315 Physical Education for the Elementary School Teacher
SPED 320 Individual and Dual Sports
SPED 350 Gymnastics and Tumbling
SPED 360 Team Sports
SPED 553 Organization and Administration of Physical Education
SPED activities classes -- 4 required

For the section “demonstrated competence in the knowledge of ... injury prevention and water safety” the following courses are required:

SHED 170 First Aid
SPED 270 Introduction to Athletic Training

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, pp.89-90, Physical Education Program Sheet, Course Syllabi

STANDARD VI: The program shall require basic certification in first aid and cardiopulmonary resuscitation (CPR).

Evidence: SHED 170

SHED 170 First Aid

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, p.90, Physical Education Program Sheet, Course Syllabi

STANDARD VII: The program shall require demonstrated competence in adapting physical education activities for handicapped learners.

Evidence: SPED 562, SPED 553

SPED 562 Physical Education for the Exceptional Child
SPED 553 Organization and Administration of Physical Education

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, p.90, Physical Education Program Sheet, Course Syllabi

STANDARD VIII: The program shall require demonstrated competence in the knowledge of and experiences in organizing, planning, implementing, administering, and evaluating a total school program of physical education.

Evidence: SPED 201, SPED 545, SPED 553, SPED 479

SPED 201 Teaching of Physical Education
SPED 545 Measurement and Evaluation of Physical Education
SPED 553 Organization and Administration of Physical Education
SPED 479 Directed Teaching in Physical Education

SOURCES OF VERIFICATION: USCS 1991-93 Catalog, pp.89-90, Physical Education Program Sheet, Syllabi

For further information on any of the above contact:

Dr. Miriam F. Shelden
136-E Hodge Center
University of SC at Spartanburg

This section was written by Dr. Miriam F. Shelden of the School of Education.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.26.1

TITLE: BIOLOGY EDUCATION

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science

3. Indicate the major or concentration declared by persons completing this program:

 Biology Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The Biology education program at the University of South Carolina at Spartanburg leads to initial certification for grades 7-12. Each student who successfully completes the Biology education major receives a Bachelor of Science degree.

Approximately twenty-two (22) students have declared Biology education as their major. Approximately fourteen (14) faculty members teach courses that appear as Biology education major courses. Approximately one (1) adjunct faculty member supervises the student teaching experience. Approximately one (1) faculty member serves as advisors to Biology education majors who declare majors at the sophomore, junior, or senior levels. The additional School of Education faculty members serve as an advisor in the Freshman Center; these advisors are responsible for freshman students, regardless of major.

The program of study leading to a Bachelor of Science degree in Education requires each student to complete 128 credit hours. The general education requirements for a degree in Biology education comprise a total of 54 hours. The professional education component of the degree consists of a total of 39 hours. Of this total, 32 hours represent courses specifically designated as Biology. Each student also completes three hours of electives to complete a program of 128 hours.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

54 hours General education requirement

32 hours Specialization content

39 hours Professional education courses and experiences

3 hours Electives

128 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. 12 semester hours

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3 Volumes and periodicals in library related to this field

3 Laboratories and equipment as appropriate

4 Curriculum materials laboratory

4 Visiting arrangements with laboratory school or nearby public schools

4 Other media for experience or observation (video-tapes, etc.)

Comments: _____

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

DEPARTMENT: Biology

STAFF DATA
SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Natural Sciences & Engineering)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Jeanne Kowalczyk	Professor	Ph.D.	Parasitology/ Biochem Immunology	21 years	14 years	0	SBIO 315	
George Labanick	Professor	Ph.D.	Zoology Physiology	13 years	12 years	0		SBIO 350
Gillian Newberry	Professor	Ph.D.	Bolany Zoology	14 years	14 years	0	SBIO 102	SBIO 101 SBIO 320
Jack Turner	Professor	Ph.D.	Geology Biochem	17 years	17 years	0	SBIO 570 SBIO 330	SBIO 330
Edward Donovan	Associate Professor	Ph.D.	Science Education	16 years	5 years	9 years	SEDE 448 SEDL 448 SEDS 448 EDUC 634B	SEDE 448 SEDL 448 SEDS 448 EDTE 701

STAFF DATA

DEPARTMENT: Biology

SCHOOL: USC-Spartanburg's Humanities and Sciences

(Chemistry)

(Division of Natural Sciences & Engineering)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Alice Claggett	Instructor	M.A. (2)	OrganicChem Sec Ed-Chem	17 years	6 years	0	SCHM 112L	SCHM 111L
Sharon Hahs	Professor	Ph.D.	Inorganic Chemistry	16 years	7 years	0	SCHM 112L	SCHM 111L
Lisa Lever	Associate Professor	Ph.D.	Physical Chem	8 years	5 years	0	SCHM 102	SCHM 111
Lawrence Moore	Professor	Ph.D.	Inorganic Chem Mathematics	25 years	21 years	0	.	SCHM 111 SCHM 112
Edward Donovan	Associate Professor	Ph.D.	Science Education	16 years	5 years	9 years	SEDE 448 SEDL 448 SEDS 448 EDUC 634B	SEDE 448 SEDL 448 SEDS 448 EDTE 701

NAME _____ OFFICIAL ADVISOR _____
S.S. NUMBER _____ CATALOG YEAR _____
PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDS 481: _____ APPLIED _____ ACCEPTED _____
EEE PASSED _____ MAJOR FIELD _____ BIOLOGY EDUCATION

4/23/91

SUGGESTED SEQUENCE OF COURSES
BIOLOGY EDUCATION

FRESHMAN

SEGL 101	3	SEDF 210	2
SATH 105/106		SEGL 102	3
or SMUS 110	3	SBIO 102	4
SBIO 101	4	SGIS 201	3
SPSY 101	3	SCSC 130	2
SHED 221	3	SEDC 120	1
	<u>16</u>		<u>15</u>

SOPHOMORE

Literature Elec.	3	SCHM 112	4
STHE 140	3	SSOC 101	3
SCHM 111	4	SEDF 321	2
SMTH 120 (orr higher level)	3	SEDF 333	3
SHST 101, 102, OR 111	3	SBIO 310	4
	<u>16</u>		<u>16</u>

JUNIOR

SHST 112, SEGL 275, OR 276	3	SEDF 341	3
SPSY 225/SSOC 220/ SMTH 201	3	SEDF 334	3
SBIO 315	4	SBIO 320 OR SBIO 380	4
SBIO 350	4	SBIO 570	4
ELECTIVE	3	SCHM 102/SBIO 340	4
	<u>17</u>		<u>18</u>

SENIOR

SEDS 460	2	SEDS 481	12
SEDS 400	1	SEDF 485	2
SEDS 441	2	SEDF 486	1
SEDS 448	2		<u>15</u>
SEDR 418	3		
SBIO 330	4		
SEDS 410	1		
	<u>15</u>		

This program will require the student to enroll in one or more summer sessions in order to complete the major in 8 semesters.

3.5.26.1 BIOLOGY

The following standards pertain to programs for preparing teachers of biology.

The Biology Education program at USCS requires that each student in the program complete 54 hours of General Education course work, 39 hours of course work in the Professional Education area, 32 hours in the Teaching Specialization (Biology), and 12 hours of chemistry. In the Teaching Specialization area, a wide range of courses is required in order to broadly prepare the student for the teaching of Biology at the secondary school level. Course work is required in chemistry, mathematics, statistics, and computers. Required courses in Biology are defined by the education and science faculty. These courses include a specific but broad overview of many of the most important biology topics taught in secondary schools. These topics include: general biology, invertebrate zoology, vertebrate biology, botany, microbiology, genetics, ecology, and organic chemistry and biochemistry or cell biology. These students also complete a specific science methods course which allows them to merge the content they have learned with effective science teaching methodologies.

NOTE: These standards for Biology programs become effective 07/01/90.

STANDARD I: The program shall require demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field experiences using a diversity of living materials and identifying and describing biological phenomena as they appear in the world of living organisms.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: Biology Education students are provided with numerous opportunities to study living plants and animals both in the laboratory and in the field beginning at the introductory level. Living materials are used extensively in Biology 101 and 102, as well as in the advanced courses. Many of the instructors take advantage of the diversity of organisms and their habitats in the upstate as a source of living materials for demonstrations and laboratory exercises. Some of the courses enable the students to explore living organisms on the coast and midlands of South Carolina. Biology education majors are required to take the following advanced courses with laboratories in the following areas to insure that they have competence in the knowledge of and experience in conducting laboratory demonstrations and field experiences using a diversity of living materials and identifying and describing biological phenomena as they appear in the world of living organisms.

- A. Biological Science I and II (SBIO 101 and 102)
- B. Invertebrate Zoology (SBIO 310)
- C. Comparative Vertebrate Anatomy (SBIO 315)
- D. Botany (SBIO 320 or 380)
- E. Microbiology (SBIO 330)
- F. Cell Biology (SBIO 340)
- G. Genetics (SBIO 350)
- H. Ecology (SBIO 570)

Besides the above courses, Biology education majors are required to complete a science methods course (SEDS 448), practica (SEDS 410) and directed teaching in science (SEDS 481) in which they have the opportunity to demonstrate that they competence in the knowledge of and experience in conducting laboratory demonstrations and field experiences using a diversity of living materials and identifying and describing biological phenomena as they appear in the world of living organisms.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, and 155-156. Program Degree Progress Sheet for biology education, the USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SBIO 101, 102, 310, 315, 320/380, 330, 340, 350 and 570).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD II: The program shall require demonstrated competence in the knowledge of chemistry and environmental science.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Biology Education program at USCS requires a demonstrated competence in the knowledge of chemistry and environmental science. All Biology Education students are required to complete two semester sequence, eight semester hours, of General Chemistry (SCHM 111 and 112) and four hours of a survey of organic and biochemistry (SCHM 102) or Cell Biology (SBIO 340) which addresses the biochemistry of the living cell. All biology education majors are also required to complete a course called the "Principles of Ecology" (SBIO 570) which addresses concepts and principles of environmental science. Several other biology courses address concepts and principles of environmental science these are: SBIO 101 and 102 and SBIO 320/380. By participating in Project Wild and Project Learning Tree Workshops in the science methods course (SEDS 448), students are expected to demonstrate competence in the knowledge of environmental science.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, 144-145, and 155-156. Program Degree Progress Sheet for biology education, the USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (Environmental Science - SBIO 101, 102, 320/380, 340, and 570 and SEDS 448; Chemistry - SCHM 111, 112, 102).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD III: The program shall require demonstrated competence in the knowledge of and experiences in investigating scientific phenomena, interpreting the findings, and communicating them to others.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Biology Education program at USCS requires demonstrated competence in the knowledge of and experiences in investigating scientific phenomena, interpreting the findings, and communicating them to others. In the science methods course (SEDS 448) offered in the

School of Education, all biology education majors are required to complete an indepth research study (in the form of a formal science project) and present it to their instructor and peers. The student is also required to demonstrate the competence in the scientific processes in the introductory laboratories (SBIO 101L and 102L) as well as in the laboratory/field sections of SBIO 310, 320/380, 330, 350, 570, and 340; SCHM 111, 112, and 102. Students also have the opportunity to demonstrate competence in the scientific processes in their practica (SEDS 410) and directed teaching (SEDS 481).

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, 144-145, and 155-156. Program Degree Progress Sheet for biology education, the USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SBIO 101, 102, 310, 320/380, 330, 340, 350 and 570; SCHM 111, 112, 102; SEDS 448).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD IV: The program shall require demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Biology Education program at USCS requires demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences. In the science methods course (SEDS 448) offered in the School of Education, biology education majors are exposed, through various assignments to philosophy of science and the interrelationships among the sciences. All of the topics pertinent to this standard are addressed in the General Biology sequence (SBIO 101, 101L, 102, 102L) and as well, the student is exposed to these concepts in most of the upper-division teaching courses they are required to complete.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, 144-145 and 155-156. Program Degree Progress Sheet for biology education, the USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SBIO 101, 102, 340, and 350; SEDS 448).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD V: The program shall require demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of biology.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Biology Education program at USCS requires demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of biology. This competence is demonstrated in the science methods course (SEDS 448) offered in the School of Education by students participating numerous activities in Project Wild and Project Learning Tree Workshops which focuses competence in the knowledge of the ethical, human, technological, and environmental implications of biology. This is also

demonstrated in the directed teaching experience (SEDS 481) in which they teach these topics to their students. Study associated with the topics identified in this standard is undertaken in the following courses: Principles of Ecology (SBIO 570), Invertebrate Zoology (SBIO 310), Microbiology (SBIO 330), Genetics (SBIO 350), and Plant Geography (SBIO 380).

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, and 155-156. Program Degree Progress Sheet for biology education, the USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SBIO 310, 320/380, 330, 340, 350 and 570; SEDS 448).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD VI: The program shall require demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Biology Education program at USCS requires demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation. Students enrolled in biology education are required to complete Mathematics Analysis I (SMTH 121). The demonstrated competence in the knowledge of and experience in the application of statistical concepts is met through the student successfully completing an elementary statistics course (SSOC 220, SMTH 201 or SPSY 225) and the use of this statistics in the following science courses: SBIO 350 and SBIO 570. The demonstrated competence in the knowledge of and experience in the application and use of computers in scientific investigations is met through the student successfully completing an educational computer lab course (SEDC 120) in which they evaluate and use computer software applicable to the teaching of biology and science in general. In the science methods course (SEDS 448), they are instructed in and have the opportunity to use computer-based laboratory software. The part of this standard involving the use of computers in scientific investigation is also addressed in the following science course: SBIO 350.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, 155-156, and 173-174. Program Degree Progress Sheet for biology education, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SBIO 350 and 570; SCHM 111 and 112; SEDS 448).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD VII: The program shall require demonstrated competence in the knowledge of health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Biology Education program at USCS requires demonstrated competence in the knowledge

of health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment. Instruction relative to this standard is completed all of the science courses taken by biology education majors because all have a laboratory requirement. In addition, laboratory and demonstration safety are included in the science methods course (SEDS 448) and the directed teaching experience (SEDS 481).

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.79-80, 137-139, 144-145 and 155-156. Program Degree Progress Sheet for biology education, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SBIO 101, 102, 310, 315, 320/380, 330, 340, 350 and 570; SCHM 111, 112, 102; SEDS 448).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

This section was written by Dr. Ed Donovan and a liaison committee from the Natural Sciences and Engineering Department of USCS.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.26.2

TITLE: CHEMISTRY EDUCATION

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science

3. Indicate the major or concentration declared by persons completing this program:

 Chemistry Education

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The Chemistry education program at the University of South Carolina at Spartanburg leads to initial certification for grades 7-12. Each student who successfully completes the Chemistry education major receives a Bachelor of Science degree.

Approximately one student has declared Chemistry education as their major. Approximately fourteen faculty members teach courses that appear as Chemistry education major courses. Approximately one faculty member serves as an advisor to Chemistry education majors who declare majors at the sophomore, junior, or senior levels. Approximately three additional School of Education faculty members serve as advisors in the Freshman Center; these advisors are responsible for freshman students, regardless of major.

The program of study leading to a Bachelor of Science degree in Education requires each student to complete 128 credit hours. The general education requirements for a degree in Chemistry education comprise a total of 52 hours. The professional education component of the degree consists of a total of 39 hours. Of this total,

27/28 hours represent courses specifically designated as Chemistry, 8 hours of physics, and 12 hours of mathematics. Each student also completes three hours of electives to complete a program of 129/130 hours.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

52 hours General education requirement

35/36 hours Specialization content

39 hours Professional education courses and experiences

3 hours Electives

129/130 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. 12

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

2 Volumes and periodicals in library related to this field

4 Laboratories and equipment as appropriate

4 Curriculum materials laboratory

4 Visiting arrangements with laboratory school or nearby public schools

4 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

STAFF DATA
SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Natural Sciences & Engineering)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
Alice Claggett	Instructor	M.A. (2)	Organic Chem. Sec	17 years	6 years	0	SCHM 112L	SCHM 111L SCHM 331L
Sharon Hahs	Professor	Ph.D.	Inorganic Chemistry	16 years	7 years	0	SCHM 112L	SCHM 111L
Lisa Lever	Associate Professor	Ph.D.	Physical Chemistry	8 years	5 years	0		SCHM 111 SCHM 541
Lawrence Moore	Professor	Ph.D.	Inorganic Chemistry Mathematics	25 years	21 years	0	SCHM 321 SCHM 522	SCHM 111
Ronald Sobczak	Professor	Ph.D.	Organic Chemistry	17 years	13 years	0	SCHM 332	SCHM 331
Edward Donovan	Associate Professor	Ph.D.	Science Education	16 years	5 years	9 years	SEDE 448 SEDL 448 SEDS 448 EDUC 634B	SEDE 448 SEDL 448 SEDS 448 EDTE 701

STAFF DATA

DEPARTMENT: Chemistry
(Biology & Physics)

SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Natural Sciences & Engineering)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING A ASSIGNMENT FALL 1991
George Labanick	Professor	Ph.D.	Zoology Physiology	13 years	12 years	0	SBIO 110	SBIO 110
Gillian Newberry	Professor	Ph.D.	Bolany Zoology	14 years	14 years	0	SBIO 110	SBIO 101
John Riley	Associate Professor	Ph.D.	Physics	2 years	1 year	0.5	SPHS 202 SPHS 212	SPHS 201 SPHS 211

PROGRAM FOR
BACHELOR OF SCIENCE
IN SECONDARY EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDS 481: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____ MAJOR FIELD _____ CHEMISTRY EDUCATION _____

GROUP I Fine Arts & Literature	Credit	Grade	Semester
SEGL 101	3		
SEGL 102	3		
Literature	3		
STHE 140	3		
Art History/ Music Appreciation	3		

Hours 15

GROUP II Science & Mathematics

SBIO 110 or SBIO 101	4		
SPHS 201 or 211	4		
SPHS 202 or 212	4		
SMTH 141	4		
SCSC 130	2		
SEDC 137	1		
SHED 221	3		

Hours 22

**GROUP III Social &
Behavioral Sciences**

SGIS 201	3		
SSOC 101	3		
SHST 101, 102, or 111	3		
SPSY 101	3		
SHST 112, SEGL 275 or 276	3		

Hours 15

GROUP IV Professional Education	Credit	Grade	Semester
A. SEDF 210	2		
SEDS 410	1		
SEDF 321	2		
SEDF 333	3		
SEDF 334	3		
SEDS 400	1		
SEDS 441	2		
SEDS 448	2		
SEDS 481	12		
SEDR 418	3		
SEDS 460	2		
SEDF 485	2		
SEDF 486	1		
SEDF 341	3		

Hours 39

B. Chemistry

SCHM 111	4		
SCHM 112	4		
SCHM 321	4		
SCHM 331	4		
SCHM 332	4		
SCHM 541	4		
SMTH 142	4		
SMTH 241	4		
SCHM Elective	3/4		

or approved upper level biology or
physics course

Hours 35/36

C. Electives (3)			

D. Other credits			

TOTAL 129/130

SUGGESTED SEQUENCE OF COURSES
CHEMISTRY EDUCATION

FRESHMAN

SEGL 101	3
SATH 105/106/ SMUS 110	3
SBIO 110 OR SBIO 101	4
SPSY 101	3
SHED 221	3
SEDC 137	<u>1</u>
	17

LITERATURE ELECTIVE	3
SEDF 210	2
SEGL 102	3
SMTH 141	4
SGIS 201	3
SCSC 130	<u>2</u>
	17

SOPHOMORE

SCHM 111	4
SPHS 201 OR SPHS 211	4
SHST 101, 102 OR 111	3
STHE 140	3
SMTH 142	<u>4</u>
	18

SSOC 101	3
SCHM 112	4
SPHS 202 OR SPHS 212	4
SHST 112, SEGL 275 OR 276	3
SEDF 321	<u>2</u>
	16

JUNIOR

SCHM 321	4
SCHM 331	4
SEDF 333	3
SEDF 341	3
ELECTIVE	<u>3</u>
	17

SCHM ELEC*	3/4
SCHM 332	4
SMTH 241	4
SEDF 334	3
	<u>15</u>

SENIOR

SEDS 460	2
SEDS 400	1
SEDS 441	2
SEDS 448	2
SEDR 418	3
SCHM 541	4
SEDS 410	<u>1</u>
	15

SEDS 481	12
SEDS 485	2
SEDS 486	<u>1</u>
	15

*OR APPROVED UPPER LEVEL BIOLOGY
OR PHYSICS COURSE

This program will require the student to enroll in one or more summer sessions in order to complete the major in 8 semesters.

3.5.26.2 CHEMISTRY

The following standards pertain to programs for preparing teachers of chemistry.

The Chemistry Education program at USCS requires that each student in the program complete 52 hours of General Education course work, 39 hours of course work in the Professional Education area, 27/28 hours in the Teaching Specialization (Chemistry), 8 hours of physics, 4 hours of biology, and 12 hours of mathematics. In the Teaching Specialization area, a wide range of courses is required in order to broadly prepare the student for the teaching of Chemistry at the secondary school level. Course work is required in biology, physics, mathematics, and computers. Required courses in Chemistry are defined by the education and science faculty. These courses include a specific but broad overview of many of the most important chemistry topics taught in secondary schools. These topics include: general chemistry, qualitative analysis, quantitative analysis, organic chemistry, physical chemistry and a chemistry elective of their choice from topics such as: inorganic chemistry, instrumental methods of analysis, biochemistry, etc. They also are required to complete Calculus I and II and Multivariable Calculus. These students also complete a specific science methods course which allows them to merge the content they have learned with effective science teaching methodologies.

NOTE: These standards for Chemistry programs become effective 07/01/90.

STANDARD I: The program shall require demonstrated competence in the knowledge of fundamental principles of chemistry.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires that each student demonstrate competence in the knowledge of fundamental principles of chemistry. Chemistry education majors are required to take the following introductory and advanced courses to demonstrate competence in the knowledge of fundamental principles of chemistry: SCHM 111 & 112 (General Chemistry & Qualitative Analysis), 321 (Quantitative Analysis), 331 & 332 (Organic Chemistry), 541 (Physical Chemistry) and an approved elective. Chemistry education majors are required to complete a science methods course (SEDS 448), practica (SEDS 410) and directed teaching in science (SEDS 481) in which they have the opportunity to demonstrate that they have competence in the knowledge of fundamental principles of chemistry.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81, 144-146, and 155-156. Program Degree Progress Sheet for chemistry education, USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual, and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332, 332L, 541, 541L, 542, 542L, 581; SEDS 410, 448 and 481).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD II: The program shall require demonstrated competence in the knowledge of organic, inorganic, and analytical chemistry; physical chemistry; and biochemistry.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires that each student demonstrate competence in organic, inorganic, and analytical chemistry; physical chemistry; and biochemistry. All of the topics pertinent to this standard are met by the chemistry education student being required to complete the following course: SCHM 111 & 112 (General Chemistry & Qualitative Analysis), 321 (Quantitative Analysis), 331 & 332 (Organic Chemistry), 541 (Physical Chemistry) and an approved elective. The requirement of biochemistry is met by SCHM 332, since several biochemical topics are addressed in this course.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81 and 144-146. Program Degree Progress Sheet for chemistry education, USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332, 332L, 511, 512, 522, 541, 541L, 542, 542L, and 581).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD III: The program shall require demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field activities, in investigating scientific phenomena, interpreting the findings, and communicating them to others.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field activities, in investigating scientific phenomena, interpreting the finds, and communicating them to others. In the science methods course (SEDS 448) offered in the School of Education, all chemistry education majors are required to complete an indepth research study (in the form of a formal science project) and present it to instructor and peers. The student is also required to demonstrate the competence in the scientific processes in the introductory laboratories (SCHM 111L and 112L) as well as in the laboratory/field sections of SCHM 321, 331, 332, 541, and the chemistry elective; SBIO 110/101, SPHS 201/202 or 211/212. Students also have the opportunity to demonstrate competence in the scientific processes in their practica (SEDS 410) and directed teaching (SEDS 481).

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81, 137, 144-146, 155-156 and 184. Program Degree Progress Sheet for chemistry education, USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332, 332L, 511, 512, 522, 541, 541L, 542, 542L and 581; SEDS 410, 448 and 481; SPHS 201/211 and 202/212).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD IV: The program shall require demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires demonstrated competence in the

knowledge of the history and philosophy of science and the interrelationships among the sciences. In the science methods course (SEDS 448) offered in the School of Education, chemistry education majors are exposed, through various assignments to philosophy of science and the interrelationships among the sciences. All of the topics pertinent to this standard are addressed in the General Chemistry sequence (SCHM 111, 111L, 112, 112L) and as well, the student is exposed to these concepts in most of the upper-division they are required to complete.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81, 137, 144-146, 155-156 and 184. Program Degree Progress Sheet for chemistry education, USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332, 332L, 511, 512, 522, 541, 541L, 542, 542L and 581; SEDS 448; SBIO 101; SPHS 201/211 and 202/212).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD V: The program shall require demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of chemistry.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of chemistry. This competence is demonstrated in the science methods course (SEDS 448) offered in the School of Education by students participating numerous activities which focuses on competence in the knowledge of the ethical, human, technological, and environmental implications of chemistry. This is also demonstrated in the directed teaching experience (SEDS 481) in which they teach these topics to their students. Study associated with the topics identified in this standard is undertaken in all of the required chemistry courses, but it is especially addressed in SCHM 111, 112, 321, 321L, 332, 332L and 522.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81, 137, 144-146 and 155-156. Program Degree Progress Sheet for chemistry education, USCS School of Education Student Handbook, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332, 332L, 511, 512 and 522; SBIO 110; SEDS 448).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD VI: The program shall require demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation. Students enrolled in

chemistry education are required to complete Calculus I and II (SMTH 141 & 142) and multivariable Calculus (SMTH 241). The demonstrated competence in the knowledge of and experience in the application of mathematical and statistical concepts is met through the following courses: SCHM 111, 112, 321, 321L, 332, 332L, 522, 541, 541L, 542 and 542L; SEDF 486 "Measurement and Evaluation in Education", SPHS 201/211 and 202/212). The demonstrated competence in the knowledge of and experience in the application and use of computers in scientific investigations is met through the student successfully completing an educational computer lab course (SEDC 120). In the science methods course (SEDS 448), they are instructed in and have the opportunity to use computer-based laboratory software. The part of this standard involving the use of computers in scientific investigation is also addressed in the following chemistry and physics courses: SCHM 111, 112, 321L, 332L, and 522; SPHS 201/211 and 202/212.

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81, 144-146, 152, 155-156, 173-174 and 184. Program Degree Progress Sheet for chemistry education, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332L, 522, 541, 541L, 542 and 542L; SEDC 120, SEDF 486, SEDS 448; SPHS 201/211 and 202/212; SMTH 141, 142, 241). **CONTACT:** Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

STANDARD VII: The program shall require demonstrated competence in the knowledge of laboratory management including health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment.

REQUIRED COURSES, EXPERIENCES, OR PROGRAM COMPONENTS: The Chemistry Education program at USCS requires demonstrated competence in the knowledge of health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment. Instruction relative to this standard is completed all of the science courses taken by chemistry education majors because all have a laboratory requirement. Specific courses addressing safety procedures are SCHM 111L, 112L and 331L. In addition, laboratory and demonstration safety and proper care of science equipment are included in the science methods course (SEDS 448) and the directed teaching experience (SEDS 481).

SOURCES FOR VERIFICATION: See the USCS 1991-93 Catalog, pp.80-81, 144-146, 155-156 and 184. Program Degree Progress Sheet for chemistry education, USCS School of Education Faculty and Program Manual and related course syllabi for course content (SCHM 111, 112, 321, 321L, 332L, 522, 541, 541L, 542 and 542L; SEDS 448 and 481; SPHS 201/211 and 202/212).

CONTACT: Dr. George Labanick, Division Head, Sciences; Dr. Ed Donovan, Director of Science Education Center at USCS.

This section was written by Dr. Ed Donovan and a liaison committee from the Natural Sciences and Engineering Department of USCS.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.27

TITLE: SOCIAL STUDIES (History Concentration)

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science or Bachelor of Arts

3. Indicate the major or concentration declared by persons completing this program:

 Social Studies (History Concentration)

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The Social Studies (History Concentration) education program at the University of South Carolina at Spartanburg leads to initial certification for grades 7-12. Each student who successfully completes the Social Studies (History Concentration) education major receives a Bachelor of Science degree.

Approximately thirty-eight (38) students have declared Social Studies (History Concentration) education as their major. Fourteen faculty members teach courses that appear as Social Studies (History Concentration) education major courses. Two faculty members serve as advisors to Social Studies (History Concentration) education majors who declare majors at the sophomore, junior, or senior levels. Three additional School of Education faculty members serve as advisors in the Freshman Center; these advisors are responsible for freshman students, regardless of major.

The program of study leading to a Bachelor of Science degree in Education requires each student to complete 128/129 credit hours. The general education requirements for a degree in Social Studies (History Concentration) education comprise a total of 56 hours. The professional education component of the degree consists of a total of 39

hours. Thirty hours represent courses specifically designated as Social Studies (History Concentration). Each student also completes three hours of electives to complete a program of 128 hours.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

56 hours General education requirement

30/31 hours Specialization content

39 hours Professional education courses and experiences

3 hours Electives

128/129 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved. 6

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3 Volumes and periodicals in library related to this field

2 Laboratories and equipment as appropriate

2 Curriculum materials laboratory

3 Visiting arrangements with laboratory school or nearby public schools

3 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

DEPARTMENT: Social Studies
(History Concentration)

STAFF DATA
SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Social and Behavior Sciences)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Jackie Booker	Associate Professor	Ph.D.	Latin Am. Afro-Am.	7 years	1 year	-	Western Civil. Afro-American	Non Western Latin American Since 1800
John Edmunds	Professor	Ph.D.	U.S. History	28 years	24 years	-	Intro to Am. History U.S. Since 1945	Intro to Am. History S. C. History
Jim Brown	Professor	Ph.D.	Africa Expansion of Europe	19 years	19 years	-	Non Western Civilization Expansion to Europe to 1800	Non Western Civilization Expansion of Europe Since 1800
Alice Henderson	Professor	Ph.D.	American European	31 years	21 years	3 years	Western Civil. Europe WWI-WWII	Western Civilization Europe Since WWII
Lee Holcombe	Professor	Ph.D.	British	23 years	16 years	1 year	European Civil. England Under the Tudor	European Civil. Europe Under the Stewards

STAFF DATA

DEPARTMENT: Social Studies
(History Concentration)

SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Social and Behavior Sciences)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
John Wilson	Professor	Ph.D.	Asian American	14 years	13 years	-	NonWestern Civ. Vietnam War	NonWestern Civ. History China
William C. Bruce	Professor	Ed.D.	Curriculum	26 years	13 years	6 years	SEDL 441 SEDL 447 Student Teachers	SEDL 441 SEDL 447 Student Teachers
Jim Charles	Assistant Professor	Ph.D.	Curr. & Inst. English	12 years	5 years	5 years	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers EDSE 720 (Grad)	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers Education Issues

PROGRAM FOR
BACHELOR OF SCIENCE OR ARTS*
IN SECONDARY EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDS 475: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____ MAJOR FIELD _____ SOCIAL STUDIES/HISTORY _____

GROUP I Fine Arts & Literature

	Credit	Grade	Semester
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SEGL 101	3		
SEGL 102	3		
Literature	3		
Literature SEGL 275 or 276	3		
STHE 140	3		
Art History/			
Appreciation	3		
Music History/			
Appreciation	3		
Hours 21			

GROUP II Science & Mathematics

	Credit	Grade	Semester
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SBIO 110	4		
Physical Science	4		
SMTH 120	3		
SSOC 220, SMTH 201			
or SPSY 225	3		
SCSC 130	2		
SEDC 120	1		
SHED 221	3		
Hours 20			

GROUP III Social & Behavioral Sciences

	Credit	Grade	Semester
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SGIS 201	3		
SSOC 101	3		
SHST 101, 102, OR 111	3		
SPSY 101	3		
SHST 112	3		
Hours 15			

GROUP IV Professional Education

	Credit	Grade	Semester
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A. SEDF 210	2		
SEDF 321	2		
SEDF 333	3		
SEDF 334	3		
SEDF 341	3		
SEDS 400	1		
SEDS 410	1		
SEDS 441	2		
SEDS 447	2		
SEDS 460	2		
SEDR 418	3		
SEDS 475	12		
SEDF 485	2		
SEDF 486	1		
Hours 39			

B. Social Studies/History

	Credit	Grade	Semester
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SHST 402, 403 or 404	3		
SHST 405, 406, 407			
or 461	3		
SHST 351 or 352	3		
SHST 356, 357			
or 358	3		
SHST European Hist.**	6		
(No more than 3 hrs. from any single country)			
SGEG 103 or 121	3/4		
SECO 221 or 222	3		
SANT 102			
or SSOC 355	3		
SHST or SGIS Elec.**	3		
Hours 30/31			

C. Electives (0-3)

	Credit	Grade	Semester
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D. Other credits *

	Credit	Grade	Semester
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TOTAL 128/129

*Bachelor of Arts requires a minimum of 6 semester hours of a foreign language

**Denotes courses must be at the 300 level or above.

SUGGESTED SEQUENCE OF COURSES
HISTORY/SOCIAL STUDIES

FRESHMAN

SEGL 101	3	SEGL 102	3
SATH 105/106	3	SMUS 110	3
SBIO 110	4	PHYSICAL SCIENCE	4
SPSY 101	3	SGIS 201	3
SHED 221	3	SCSC 130	2
	<u>16</u>	SEDC 120	<u>1</u>
			16

SOPHOMORE

SEDF 210	2	LITERATURE ELECTIVE	3
SEGL 275 OR 276	3	SHST 112	3
STHE 140	3	SEDF 321	2
SMTH 120	3	ELECTIVE	3
SSOC 101	3	SGEG 121 OR 103	<u>3/4</u>
SHST 101, 102 OR 111	<u>3</u>		14/15
	17		

JUNIOR

SSOC, SMTH 201, OR SPSY 225	3	SEDF 334	3
SEDF 333	3	EUROPEAN HISTORY *	3
EUROPEAN HISTORY *	3	SHST 405, 406, 407, OR 461	3
SHST 402, 403, OR 404	3	SHST 351 OR 352	3
SANT 102 OR SSOC 355	3	SECO 221 or 222	3
	<u>3</u>	SEDF 341	<u>3</u>
	15		18

SENIOR

SEDS 460	2	SEDS 475	12
SEDS 400	1	SEDF 485	2
SEDS 441	2	SEDF 486	<u>1</u>
SEDS 447	2		15
SEDR 418	3		
SEDS 410	1		
SHST 356, 357 OR 358	3		
SGIS OR SHST ELECTIVE	<u>3</u>		
	17		

*No more than 3 hours from a single country.

This program will require the student to enroll in one or more summer sessions in order to complete the major in 8 semesters.

3.5.27 SOCIAL STUDIES
(History Concentration)

STANDARD I: The program shall include educational experiences in the social studies:

- A. **History:** Origin and historical development of various cultures throughout the world; interplay of physical, economic, political, psychological, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic, political, and social background of contemporary American life in a world setting.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SHST 111	3 hrs. (Western Civilization)
SHST 112	3 hrs. (Non-Western Civilization)
SHST 404	3 hrs. (Early American History)
SHST 405, 406	3 hrs. (Recent American History)

SHST 356 (China) 3 hrs. (Foreign History) OR
SHST 357 (India) OR
SHST 358 (Japan)

SHST 351 or 352 3 hrs. (History of Africa)

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp.85-86, 167-170.

PERSONS TO CONTACT: Dr. Alice Henderson, Dr. John Wilson, Dr. Jim Brown, Dr. John Edmunds (History) of Social & Behavioral Sciences.

- B. **Political Science:** Nature of government in modern society, the embodiment of values, and the arbiter of interest, conflict, principles, and practices of the national, state, and local units of American government as compared with other forms of government; and understanding of democracy not only as a form of government, but as a philosophy based on moral principles and values.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SGIS 201	3 hrs. (American National Government)
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SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 164.

PERSONS TO CONTACT: Dr. Ron Romine (Political Science) of Social & Behavioral Sciences

- C. **Economics:** Principles and processes underlying current problems and practices in various economic systems; application of social controls to economics and the use of economic controls by government.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SECO 221 or 222 3 hrs. (Micro or Macro Economics)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 151.

PERSON TO CONTACT: Dr. Jerome Bennett, Dean of the School of Business.

- D. **Cultural Anthropology and Sociology:** Diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world society such as those relating to minority groups, physical and mental health and medical care, employment, and industrial relations, crime, and delinquency.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SSOC 101 3 hrs. (Sociology)

SANT 102 3 hrs. (Understanding Other Cultures)

-----OR-----

SSOC 355 3 hrs. (Minority Group Relations)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 189, 134, 190.

PERSONS TO CONTACT: Dr. Clif Flynn and Dr. Liza Kuecker (Sociology) of Social & Behavioral Sciences

- E. **Geography:** The earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale; the understanding of the influence of spatial relationships on society.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SGEG 103 3 hrs. (Introduction to Geography)

-----OR-----

SGEG 121 3 hrs. (Principles of Regional Geography)

SOURCES OF VERIFICATION: Syllabi of above and 1991-93 Catalog, pp.85-86, 163.

PERSON TO CONTACT: Dr. Ed Babin (Geography) Division Chair, Social & Behavioral Sciences.

STANDARD II: The program shall provide for coordination and reciprocal reinforcement among the various disciplines of the social studies.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SEDS 441	2 hrs.	(Secondary School Curriculum)
SEDS 447	2 hrs.	(Teaching Social Studies in High School)
SEDS 460	2 hrs.	(Secondary School Teaching Methodology)
SEDS 475	12 hrs.	(Directed Teaching in Secondary School)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 156.

PERSONS TO CONTACT: Dr. Jim Charles and Dr. Bill Bruce of the School of Education.

STANDARD III: The program shall include the structure, key concepts, methodology, and generalizations in the various disciplines in the social studies.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

All required courses in the program address these components.

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 164,167-170, 151, 189, 134, 190, 163, 156.

PERSONS TO CONTACT: Dr. Sharon Hahs, Dean, School of Humanities & Sciences, Dr. Karen Robertson, Acting Dean of the School of Education and Dr. Bill Bruce of School of Education.

STANDARD IV: The program shall include content and experiences which provide a knowledge and understanding of the contributions and roles of women and the different racial, ethnic, and religious groups within a given pluralistic society.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SANT 102	3 hrs.	(Anthropology)
-----OR-----		
SSOC 355	3 hrs.	(Minority Group Relations)
SEDS 441	2 hrs.	(Secondary School Curriculum)
SEDS 460	2 hrs.	(Secondary School Teaching Methodology)
SEDS 447	2 hrs.	(Teaching Social Studies in Secondary Schools)
The required history courses would also satisfy this component.		

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 134, 190.

PERSONS TO CONTACT: Dr. Clif Flynn (Anthropology) of Social & Behavioral Sciences and Dr. Liza Kuecker (Sociology) of Social & Behavioral Sciences, and Dr. Jim Charles and Dr. Bill Bruce of the School of Education.

STANDARD V: The program shall provide for an appreciation and understanding of the study of current affairs including controversial issues.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SHST 405, 406, 461 3 hrs. (Modern U.S. History)
SHST 352 3 hrs. (Africa)

SHST 356 (China) 3 hrs. (Non-Western History) OR
SHST 357 (India) OR
SHST 358 (Japan)

SECO 221 or 222 3 hrs. (Economics)
SGEG 103, 121 3 hrs. (Geography)
SEDF 321 2 hrs. (Dynamics of American Public Education)
SEDS 441 3 hrs. (Secondary School Curriculum)
SEDS 447 2 hrs. (Teaching Social Studies in High School)
SEDS 460 2 hrs. (Secondary School Teaching Methodology)
SGIS 201 3 hrs. (American National Government)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.85-86, 167-170, 164, 156, 151.

PERSONS TO CONTACT: Dr. Alice Henderson (History), Dr. Jim Brown (History), Dr. John Wilson (History) and/or Dr. Ed Babin (Geography) of Division of Social & Behavioral Sciences; Dr. Jim Charles, Dr. Tom Hawkins and Dr. Bill Bruce of the School of Education.

This section was written by Dr. Tom Hawkins and Dr. Jim Charles of the School of Education and Dr. Eb Babin of the Social and Behavioral Sciences.

CERTIFICATION PROGRAM STANDARDS

SECTION: 3.5.27

TITLE: SOCIAL STUDIES (Political Science Concentration)

DIRECTIONS: Answer questions in space provided or on attachments:

1. Indicate program level:

 X Basic Undergraduate

 Basic Graduate

 Advanced

2. Indicate academic degree earned by persons completing this program.

 Bachelor of Science or Bachelor of Arts

3. Indicate the major or concentration declared by persons completing this program:

 Social Studies (Political Science Concentration)

4. Give a brief factual description of this program, including such aspects as its size in terms of enrollment, courses, faculty, etc.

The Social Studies (Political Science Concentration) education program at the University of South Carolina at Spartanburg leads to initial certification for grades 7-12. Each student who successfully completes the Social Studies (Political Science Concentration) education major receives a Bachelor of Science degree.

Approximately seven students have declared Social Studies (Political Science Concentration) education as their major. Approximately fourteen faculty members teach courses that appear as Social Studies (Political Science Concentration) education major courses. Two faculty members serve as advisors to Social Studies (Political Science Concentration) education majors who declare majors at the sophomore, junior, or senior levels. Three additional School of Education faculty members serve as advisors in the Freshman Center; these advisors are responsible for freshman students, regardless of major.

The program of study leading to a Bachelor of Science degree in Education requires each student to complete 128/129 credit hours. The general education requirements for a degree in Social Studies (Political Science Concentration) education comprise a total of 56 hours. The professional education component of the degree consists of a total of

39 hours. Thirty hours represent courses specifically designated as Social Studies (Political Science Concentration). Each student also completes three hours of electives to complete a program of 128 hours.

5. Curriculum Pattern: State the total number of semester hours required for each component of the program:

56 hours General education requirement

30/31 hours Specialization content

39 hours Professional education courses and experiences

3 hours Electives

128/129 hours Total required for graduation

NOTE: If a portion of the general education requirement is in the specialization content area, how many semester hours are involved.

6. Staffing: Attach a list of the college staff assigned to this program. Include name, rank, highest degree attained, major fields, total years experience in field, years at this college and teaching assignments for both semesters of the present year. For those who teach methods and supervise student teaching or practicum, indicate years of public school experience. (See chart format on the last of this form.)

7. Curriculum Facilities: Evaluate the adequacy of the following with respect to this program. Use numerical code: 0 non-existent, 1 poor, 2 fair, 3 good, 4 very good, 5 excellent.

3 Volumes and periodicals in library related to this field

2 Laboratories and equipment as appropriate

2 Curriculum materials laboratory

3 Visiting arrangements with laboratory school or nearby public schools

3 Other media for experience or observation (video-tapes, etc.)

Comments:

8. Listing of specific courses required in proposed approved program.

Following the format provided attached is a listing of those courses and the suggested course sequence required of an individual successfully completing this program. The listing should include the General Education requirements, the Content Specialization requirements, and Professional Education requirements. See attached Approved Program Requirements.

STAFF DATA
SCHOOL: USC-Spartanburg's Humanities and Sciences
DEPARTMENT: Social Studies
(Political Science Concentration)
(Division of Social and Behavior Sciences)

NAME	RANK	HIGHEST DEGREE AT-TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Conway Henderson	Professor	Ph.D.	Internat. Politics	20 years	20 years	0	International Politics Nat. Security Policy	International Politics Inter Relations Theory
Dwight Lambert	Professor	Ph.D.	Amer. Govt. Elect. & Judicial	14 years	12 years	0	Amer. Nat. Govt. Intro. to Pol. Sci. Legislative Process	Amer. Nat. Govt. American Political Thought
Ronald Romine	Professor	Ph.D.	Amer. Govt.	20 years	16 years	1 year	Senior Seminar Intro. Amer. Govt. Leadership Intro. to Pub. Admin.	Amer. Nat. Govt. Leadership Civil Rights & Civil Liberties
William C. Bruce	Professor	Ed.D.	Curriculum	26 years	13 years	6 years	SEDL 441 SEDL 447 Student Teachers	SEDL 441 SEDL 447 Student Teachers

STAFF DATA

DEPARTMENT: Social Studies
(Political Science Concentration)

SCHOOL: USC-Spartanburg's Humanities and Sciences
(Division of Social and Behavior Sciences)

NAME	RANK	HIGHEST DEGREE AT- TAINED	MAJOR AND MINOR FIELDS	TOTAL YEARS EXPERIENCE IN FIELD	YEARS AT THIS COLLEGE	YEARS EXPERIENCE PUBLIC SCHOOL	TEACHING ASSIGNMENT SPRING 1991	TEACHING ASSIGNMENT FALL 1991
Jim Charles	Assistant Professor	Ph.D.	Curr. & Inst. English	12 years	5 years	5 years	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers EDSE 710 (Grad)	SEDS 410 SEDS 441 SEDS 445 SEDS 460 Student Teachers (4) Education Issues

PROGRAM FOR
BACHELOR OF SCIENCE OR ARTS*
IN SECONDARY EDUCATION

NAME _____ OFFICIAL ADVISOR _____

S.S. NUMBER _____ CATALOG YEAR _____

PROFESSIONAL PROGRAM: APPLIED _____ ADMITTED _____ SEDS 475: _____ APPLIED _____ ACCEPTED _____

EEE PASSED _____ MAJOR FIELD _____ SOCIAL STUDIES/POLITICAL SCIENCE

GROUP I Fine Arts & Literature	Credit	Grade	Semester
SEGL 101	3		
SEGL 102	3		
Literature	3		
SEGL 275 or 276	3		
STHE 140	3		
Art History/ Appreciation	3		
Music History/ Appreciation	3		

Hours 21

GROUP II Science & Mathematics

SBIO 110	4		
Physical Science	4		
SMTH 120	3		
SSOC 220, SMTH 201 or SPSY 225	3		
SCSC 130	2		
SEDC 120	1		
SHED 221	3		

Hours 20

GROUP III Social & Behavioral Sciences

SGIS 201	3		
SSOC 101	3		
SHST 111	3		
SPSY 101	3		
SHST 112	3		

Hours 15

GROUP IV Professional Education	Credit	Grade	Semester
A. SEDF 210	2		
SEDF 321	2		
SEDF 333	3		
SEDF 334	3		
SEDF 341	3		
SEDS 400	1		
SEDS 410	1		
SEDS 441	2		
SEDS 447	2		
SEDS 460	2		
SEDR 418	3		
SEDS 475	12		
SEDF 485	2		
SEDF 486	1		

Hours 39

B. Social Studies/Political Science

SGIS 301	3		
SGIS 310	3		
SGIS 364	3		
SGIS 320 or 401	3		
SGIS 385, 550 or 551	3		
SANT 102 or SSOC 355	3		
SECO 221 or 222	3		
SGEG 103 or 121	3/4		
SHST 402, 403 or 404	3		
SHST 405, 406, 407, or 461	3		

Hours 30/31

C. Electives (0-3)			
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D. Other credits *			
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TOTAL 128/129

*Bachelor of Arts requires a minimum of 6 semester hours of a foreign language

SUGGESTED SEQUENCE OF COURSES
SOCIAL STUDIES/POLITICAL SCIENCE

FRESHMAN

SEGL 101	3	SEGL 102	3
SATH 105/106	3	SMUS 110	3
SBIO 110	4	PHYSICAL SCIENCE	4
SPSY 101	3	SGIS 201	3
SHED 221	3	SCSC 130	2
	<u>3</u>	SEDC 120	1
	16		<u>16</u>

SOPHOMORE

SEDF 210	2	LITERATURE ELECTIVE	3
SEGL 275 OR 276	3	SHST 112	3
STHE 140	3	SEDF 321	2
SMTH 120	3	ELECTIVE	3
SSOC 101	3	SGEG 121 OR 103	3/4
SHST 111	3		<u>14/15</u>
	<u>3</u>		
	17		

JUNIOR

SSOC 220, SMTH 201, OR SPSY 225	3	SEDF 334	3
SEDF 333	3	SGIS 301	3
SGIS 310	3	SHST 405, 406, 407, OR 461	3
SHST 402, 403 OR 404	3	SECO 221 or 222	3
SGIS 364	3	SGIS 320 OR 401	3
	<u>3</u>	SANT 102 OR SSOC 355	3
	15		<u>18</u>

SENIOR

SEDS 460	2	SEDS 475	12
SEDS 400	1	SEDF 485	2
SEDS 441	2	SEDF 486	1
SEDS 447	2		<u>15</u>
SEDR 418	3		
SGIS 385, 550 OR 551	3		
SEDS 410	1		
SEDF 341	3		
	<u>3</u>		
	17		

This program will require the student to enroll in one or more summer sessions in order to complete the major in 8 semesters.

3.5.27 SOCIAL STUDIES
(Political Science Concentration)

STANDARD I: The program shall include educational experiences in the social studies:

- A. **History:** Origin and historical development of various cultures throughout the world; interplay of physical, economic, political, psychological, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic, political, and social background of contemporary American life in a world setting.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SHST 111	3 hrs. (Western Civilization)
SHST 112	3 hrs. (Non-Western Civilization)
SHST 404	3 hrs. (Early U.S. History)
SHST 405, 406	3 hrs. (Modern U.S. History)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.87-88, 167-170.

PERSONS TO CONTACT: Dr. John Wilson (History) and Dr. Alice Henderson (History) both of Social & Behavioral Sciences

- B. **Political Science:** Nature of government in modern society, the embodiment of values, and the arbiter of interest, conflict, principles, and practices of the national, state, and local units of American government as compared with other forms of government; an understanding of democracy not only as a form of government, but as a philosophy based on moral principles and values.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SGIS 201	3 hrs. (American National Government)
SGIS 301	3 hrs. (Introduction to Political Science)
SGIS 364	3 hrs. (State & Local Government)
SGIS 320	3 hrs. (Comparative Politics)
-----OR-----	
SGIS 401	3 hrs. (History of Political Thought)
SGIS 550	3 hrs. (Constitutional Law)
SGIS 551	3 hrs. (Civil Rights & Liberties)

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp.87-88, 164-167.

PERSON TO CONTACT: Dr. Ron Romine (Political Science) of Social & Behavioral Sciences

- C. **Economics**: Principles and processes underlying current problems and practices in various economic systems; application of social controls to economics and the use of economic controls by government.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SECO 221 or 222 3 hrs. (Micro or Macro Economics)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.87-88, 151.

PERSON TO CONTACT: Dr. Jerome Bennett, Dean, School of Business

- D. **Cultural Anthropology and Sociology**: Diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world society such as those relating to minority groups, physical and mental health and medical care, employment, and industrial relations, crime, and delinquency.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SSOC 101 3 hrs. (Sociology)

SANT 102 3 hrs. (Anthropology)

-----OR-----
SSOC 355 3 hrs. (Minority Group Relations)

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp.87-88, 189, 134, 190.

PERSONS TO CONTACT: Dr. Clif Flynn and Dr. Liza Kuecker (Sociology) of Social & Behavioral Sciences

- E. **Geography**: The earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale; the understanding of the influence of spatial relationships on society.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SGEG 103 3 hrs. (Geography)

SGEG 121 4 hrs. (Regional Geography)

SOURCES OF VERIFICATION: Syllabi of above and USCS 1991-93 Catalog, pp.87-88, 163.

PERSONS TO CONTACT: Dr. Ed Babin (Geography) Division Chair of Social & Behavioral Sciences.

STANDARD II: The program shall provide for coordination and reciprocal reinforcement among the various disciplines of the social studies.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SEDS 441	2 hrs. (Secondary School Curriculum)
SEDS 447	2 hrs. (Teaching Social Studies in High School)
SEDS 460	2 hrs. (Secondary School Teaching Methodology)
SEDS 475	12 hrs. (Directed Teaching in Secondary School)

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp.87-88, 156.

PERSONS TO CONTACT: Dr. Jim Charles and Dr. Bill Bruce of School of Education.

STANDARD III: The program shall include the structure, key concepts, methodology, and generalizations in the various disciplines of the social studies.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

All required courses in the program address these components.

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp.87-88,163-170, 134, 151, 156, 189, 190.

PERSONS TO CONTACT: Dr. Sharon Hahs, Dean of School of Humanities & Sciences and Dr. Karen Robertson, Acting Dean of School of Education and Dr. Bill Bruce of the School of Education.

STANDARD IV: The program shall include content and experiences which provide a knowledge and understanding of the contributions and roles of women and the different racial, ethnic, and religious groups within a given pluralistic society.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SANT 102	3 hrs. (Anthropology)
-----OR-----	
SSOC 355	3 hrs. (Minority Group Relations)
The required history courses would satisfy this component.	
SEDS 441	3 hrs. (Secondary School Curriculum)
SEDS 460	2 hrs. (Secondary School Teaching Methodology)
SEDS 447	3 hrs. (American National Government)

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp. 87-88, 134, 190, 156.

PERSONS TO CONTACT: Dr. Cliff Flynn and Dr. Liza Kuecker (Sociology) of Social & Behavioral Sciences and Dr. Jim Charles and Dr. Bill Bruce of the School of Education.

STANDARD V: The program shall provide for an appreciation and understanding of the study of current affairs including controversial issues.

REQUIRED COURSES, EXPERIENCES OR PROGRAM COMPONENTS:

SEDF 321	2 hrs.	(Dynamics of American Public Education)
SEDS 441	2 hrs.	(Curriculum)
SEDS 447	2 hrs.	(Teaching Social Studies)
SEDS 460	2 hrs.	(Secondary School Methods)
SGIS 310	3 hrs.	(International Politics)
SGIS 364	3 hrs.	(State & Local Government)
SGIS 550	3 hrs.	(Constitutional Law)
SGIS 551	3 hrs.	(Civil Rights & Civil Liberties)
SGIS 210	3 hrs.	(American National Government)

SOURCES OF VERIFICATION: Syllabi of the above and USCS 1991-93 Catalog, pp. 87-88, 154, 156, 164-167.

PERSONS TO CONTACT: Dr. Ron Romine (Political Science) of Social & Behavioral Sciences; Dr. Tom Hawkins and Dr. Jim Charles of the School of Education.

This section was written by Dr. Tom Hawkins and Dr. Jim Charles of the School of Education and Dr. Eb Babin of the Social and Behavioral Sciences.

